Sudan University of Science and Technology

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Strategies for Promoting and Developing the Oral Fluency Skill in Second Language Acquisition

(A Case Study of Gezira and Gedarif Universities Students 2015-2016)

إستراتجيات لتعزيز وتنمية مهارة إتقان الطلاقة الشفوية في اكتساب اللغة الثانية

(دراسة حالة طلاب جامعتي الجزيرة والقضارف2015-2016)

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DEDICATION

To my beloved parents, wife and the whole family.

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Abstract

The present study covers a general overview of Strategies for Promoting and Developing the oral fluency skill in Second Language Acquisition to solve the problem of oral fluency among   EFL learners . The questions of the study represent   on the following : What is the relationship between EFL learners' oral fluency rates and their performance in listening skill? To what degree the impact of learners listening skill to enhance EFL learners oral fluency skill? To what extent do the ESL learners motivate themselves to involve their oral fluency competence and listening performance skill ? To what extent does listening performance help to increase EFL learners motivation and improve their oral fluency skill abilities ? To what degree the effect of English culture correlated to EFL learners oral proficiency skill ?Whereas the hypothesis of the study includes on the following : There is a significant relationship between EFL learners' oral fluency rates and their performance in listening skill . The impact of learners listening skill enhances their oral fluency skill. Motivation involves ESL oral fluency competence and listening performance. Listening performance helps to increase ESL learners motivation and improve their oral fluency skill abilities. To a great extent English culture is correlated to EFL learners oral proficiency skill .The researcher used descriptive analytical method as well as the research data have been obtained by using three instruments: a questionnaire , a test and students views . The data have been computed and statistically analyzed (by using the Statistical Package of Social Science(SPSS). The samples of the study involve students of the Faculty of Educational sciences and Faculty of Arts and human sciences , University of Gezira and Faculty of Education , University of Gedarif , and teachers of English, who are working as

high education staff in Sudanese Universities. Therefore, the study accomplished a number of most important findings as: Most of Sudanese EFL Learners are good at listening rather than speaking so the teachers ignore using suitable strategies to enhance learners motivation . Neglecting of oral fluency skill appears that learners performance and competence , as well as, using communicative methods develop learners abilities in listening and oral fluency skills . Using pair and group work motivate the learners to improve their abilities to use the language and helping students to solve lack of motivation, above all by using English phrases ,a good listener will be a good speaker later in English language. The study mainly recommended that: Teachers must use diversity of communicative methods to develop learners abilities in listening and oral fluency skills. Providing learners with topics for debate inside and outside lecture rooms to develop their competence in oral fluency skills. Providing Sudanese Universities with courses to improve the proficiency of oral fluency skills for learners .Conducting studies to recognize the effects of using phrases as means of developing EFL Learner's oral fluency skills .

مستخلص الدراسة

قصدت هذه الدراسة في نظرتها العامة إلي استخدام استراتجيات لتعزيز وتنمية مهارة إتقان الطلاقة الشفوية في اكتساب اللغة الثانية كحل لمشكلة الطلاقة الشفوية بين طلاب اللغة الانجليزية كلغة أجنبية. تمثلت أسئلة الدراسة في الأتي : ما هي العلاقة بين معدلات الطلاقة الشفوية لطلاب اللغة الإنجليزية كلغة أجنبية وأدائهم في مهارة الاستماع ؟ إلي أي درجه تؤثر مهارة الاستماع في تحسين الطلاقة الشفوية لدى طلاب اللغة الانجليزية كلغة أجنبية ؟ إلي أي مدي يشارك طلاب اللغة الإنجليزية كلغة أجنبية لربط كفاية طلاقتهم وأداء استماعهم؟ إلي أي مدي يؤثر أداء الاستماع في زيادة تحفيز طلاب اللغة الإنجليزية كلغة أجنبية وتحسين قدراتهم ومهاراتهم الشفوية؟ ، إلي أي درجة يؤثر ارتباط الثقافة الانجليزية بمهارة إجادة طلاقة طلاب اللغة الانجليزية كلغة أجنبية ؟. بينما تضمنت فرضيات الدراسة في ما يلي: هناك علاقة بين معدلات مهارة طلاقة طلاب اللغة الانجليزية كلغة أجنبية وأداء مهارة الاستماع ، تأثير مهارة الاستماع للطلاب يعزز مهارتهم في الطلاقة الشفوية، دافعية طلاب اللغة الانجليزية كلغة أجنبية يحسن كفاية الطلاقة الشفوية وأداء الاستماع لطلاب اللغة الانجليزية كلغة ثانية ، أداء الاستماع يساعد طلاب اللغة الانجليزية كلغة أجنبية في زيادة دافعيتهم وتحسين قدراتهم في مهارة الطلاقة الشفوية، وترتبط الثقافة الانجليزية إلي حد كبير بمهارة الطلاقة الشفوية لطلاب اللغة الانجليزية كلغة أجنبية.أستخدم الباحث طريقة الوصف التحليلي، وجمعت بيانات هذا البحث بثلاث وسائل :الإستبانة،الاختبار و وجهات نظر الطلاب و قد تم تحليل وحوسبة البيانات إحصائياً باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية. بينما تضمنت عينات الدراسة طلاب اللغة الإنجليزية، في كلية العلوم التربوية و كلية الآداب والعلوم الإنسانية ، جامعة الجزيرة وكلية التربية جامعة القضارف وأساتذة اللغة

الإنجليزية الذين يعلمون كأساتذة جامعيين بالتعليم العالي تم اختيارهم من الجامعات. أظهرت الدراسة عدداً من النتائج أهمها: معظم الطلاب السودانيين أفضل في مهارة الاستماع عن التحدث، لذا يتجاهل الأساتذة استخدام الاستراتيجيات المناسبة لتحسين دافعيه الدارسين،يظهر إهمال الدارسين لمهارة الطلاقة الشفوية من خلال أدائهم وكفايتهم، كما أن استخدام المخاطبة الصريحة يطور قدرات الطلاب في مهارتي الاستماع والطلاقة الشفوية ، بالإضافة إلي تطبيق العمل الثنائي والجماعي الذي يحفز الدارسين ويحسن مقدرتهم في استخدام اللغة ويساعدهم في حل مشكلة نقص الدافعية ،ومن أهم النتائج: استخدام العبارات باللغة الانجليزية تجعل من المستمع الجيد متحدثاً جيداً في المستقبل. كما أوصت الدراسة بشكل أساسي ما يلي: حث الأساتذة علي تنويع طريقة المخاطبة الصريحة لتنمية قدرات الاستماع والطلاقة الشفوية للطلاب،تزويد الطلاب بمواضيع للنقاش داخل وخارج قاعات المحاضرات لتنمية كفايتهم الشفوية، تزويد الجامعات السودانية بمقررات لتنمية مهارة الطلاقة الشفوية لدي الطلاب وأجراء دراسات للتعرف علي تأثير استخدام العبارات كوسيلة لتنمية مهارة الطلاقة الشفوية لدي طلاب اللغة الانجليزية كلغة أجنبية.

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List of Abbreviations

CCSRS	Cross Cultural Speech Act Realization Project
ILP	Inter language Pragmatic
MDCT	Multi-Choice Discourse Completion Test
SPSS	Statistical Package Of Social Sciences
UEE	University Entrance Exam
WDCT	Written Discourse Completion Test
SLL	Second Language Learners
TSE	Test of Spoken English
CTOFAIS	Conversation Text of Fluency Activities for Intermediate Students
IEP	Individualized Education Program
TBTL	Task Based Teaching and Learning
ELLIE	Earlier Language Learners in Europe
BEST	Basic English Skills Test
ESLOA	English as a Second Language Oral Assessment
NYSED	New York State Education Department,
ISLPR	International Second Language Proficiency Ratings
ACTFL	American Council for the Teaching of Foreign Language
CPH	Critical Period Hypothesis
NNSs	Non Native Speakers
NNS	Native Speakers
OC	Oral Communication

CHAPTER ONE

Introduction

CHAPTER ONE

Introduction

1.0 Overview

Rise in international trade and the era of globalization of English usage, English as a foreign (FL) or a second language (SL) is essential to be taught in the Sudan . English is taught in the Sudanese curriculum and is one of the most important subjects that qualifies its learners to join the Sudanese universities and higher institutes. Teaching English in Sudan starts at the third or fifth level of basic school and continues until the third class of secondary school level with an average of about five instruction hours per week nearly. However, for a long time , now most of the university students who have been studying English for about seven years or nine, are unable to communicate in English and their level of proficiency of speaking is far below the expected level . In order to make them successful learners, teachers should provide the students with an efficient language learning skills because it is great value in the worldwide trade environment; so in order for the learners in Sudan will be progressive and competitive in the world market; it is required for them to be exposed in the appropriate learning skills, presented with suitable teaching methods which fit them. However, students have to master the four basic language skills. Beside such basic skills, the student has to master some phrases as well as possible . Phrases are one important aspect in learning a foreign language . A good speaking Knowledge and the ability to use phrases correctly and effectively may help students make school work easier and more rewarding. And one of the purposes of teaching English as a foreign language to Sudanese people is that they can listen , grasp the idea and understand the oral fluency in English .To achieve these purposes , students

need a lot of phrases of English to master their oral fluency skill . Listening and speaking skills are to be developed in the classroom context . Due to resources constraints , it is not possible in this first phase to test listening and speaking skills in all educational settings. However , understanding of the appropriate language use in different contexts will be tested through the written exam designed for just this purpose National curriculum for English (2006) . In the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills Chaney(1998).Oral communication is exchange of ideas between people either orally or in writing. In this study, communication is taken in the sense of fluency and accuracy. Staab (1992) states , "I believe that oral language is important not only as a vital communication tool that empowers us in our daily lives but also as a valuable way to learn" (p.7) .He considers listening and speaking as oral communication skills .

1.2 Statement of the Problem

 From the experiences of teaching English in University of Gezira faculty of Arts and Human Sciences and Gedarif university faculty of Education, the researcher observed that insufficient participation of learners in English language classroom and their oral fluency is very weak . This means, the learners do not communicate actively in speaking English. Some of the learners keep silent all the time and sit passively. They do not speak English in classroom. Even sometimes, while they attempt to answer a simple question, or comment on discussion they do not able to speak in English. Moreover, when learners are asked to discuss some issues in pairs or groups work they shift the medium of instruction from target language to their mother tongue language and some learners escape or absent from

lecture ,despite of that they have been studying for seven or nine at both basic and secondary school levels . In brief, the researcher observed that, in English classroom learners are failed to communicate or to answer the questions, participate in group discussions, and oral presentations.

This means, most learners in Sudan do not have sufficient skills in English language. Specially, they cannot express their feelings and thoughts in learning English as EFL or ESL. This is may be due to: lacking of basic speaking skills, Fear of making mistakes, lacking of self-confidence, lacking of motivation , and negative attitude towards speaking the language skills and so forth.

Teachers mostly practice traditional teaching methods which focus on reading and writing skills but productive skills such as speaking are given no importance. The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because in this time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor Al-Sibai(2004).

This indicates the importance of running a research in this field .The researcher believes that investigating the relation between oral fluency skill and listening to communicate is a worthwhile enterprise in Sudan, not only for pedagogical purposes but also for the insights it affords into the cognitive processes involved in proficiency of oral fluency and listening skill.

1.3 Objectives of the Study

This study attempts to achieve the following objectives:

1 - To reveal the relationship between the students' oral fluency competence and their listening performance.

2- To help teachers in selecting authentic materials that are appropriate for learners based on listening to correct their pronunciation .

3- To Provoke EFL teachers to consider listening to phrases as important components of syllabus to improve students' oral fluency skill ability.

4-Helping students to increase their motivation to listen and improve their listening and oral fluency skill.

5- Providing ESL learners with real objects for developing and promoting English fluency skill.

1. 4 Questions of the Study

Five research questions are formulated to carry out this study:

1-What is the relationship between EFL learners' oral fluency rates and their performance in listening skill?

2- To what degree the impact of learners' listening skill enhancing their oral fluency skill?

3- To what extent do the ESL learners motivate themselves to involve their oral fluency competence and listening performance skill ?

4- To what extent does listening performance help increase EFL learners motivation and improve their oral fluency skill abilities ?

5. To what degree the effect of English culture correlated to EFL learners oral proficiency skill ?

1. 5 Hypotheses of the Study

This study attempts to test the following hypotheses:

1- There is a significant relationship between EFL learners' oral fluency rates and their performance in listening skill .

2- The impact of learners listening skill enhances their oral fluency skill.

3- Motivation involves ESL oral fluency competence and listening performance.

4- Listening performance helps increase ESL learners motivation and improve their oral fluency skill abilities .

5. To a great extent English culture is correlated to EFL learners oral proficiency skill .

1.6 Methodology of the Study

The researcher followed the analytical descriptive method in this study.

The population, targeted is EFL learners in two Sudanese Universities and English language teachers at university level. The sample size (300) students views and oral test and (100) teachers for a questionnaire . The data required for the study will be collected from university students at University level, by designing three instruments; including students' test, student's views and teachers' questionnaire .The adoption of these techniques is based on a review of related literature as well as the stated objectives of the study .The data obtained by these instruments will be analyzed by using alpha , to know percentages and frequencies.

1.7 The Significance of the Study

Oral fluency skill and motivation development seem to be the most important and useful factors in any language class, especially for the students of English as a foreign language (EFL) in Sudan .Moreover, students' speaking knowledge allows teachers to set the language goals for the course within communicative language teaching. It is also helpful because of the insights it offers for the cognitive processes involved in speaking and oral fluency acquisition. Therefore, any research in line with these points may broaden our understanding of the nature of oral fluency knowledge and its relation to communicate is very important . With regard to the vital role of oral fluency skill knowledge, one of the main purpose of this study, improving and developing Sudanese EFL learners' skills, techniques , adopting suitable oral fluency skills strategies, and enabling students to learn a wide range of oral fluency skills and including how to speak English language accurately and proficiently.

1.8 Limits of the Study

This study has three limitations:-

1. Limitation of time: The study was carried out and applied in academic year 2015/2016.

2. Limitation of place: The study was applied and carried out in Gezira and Gedarif universities .

3. Limitation of Subject: The study will deal and discuss " strategies for prompting and developing the oral fluency in second language acquisition "

CHAPTER TWO

Literature Review

CHAPTER TWO

Literature Review

2.1Background

This chapter includes the recent of studies which deal with the strategies of developing and promoting oral fluency skill in second language acquisition. The literature review will focus specifically on the definition of fluency, sub- abilities of fluency, Importance of oral fluency, fluency-enhancing strategies, and distinction between fluency and fast speech. Activities to use inside classroom for developing spoken fluency, fluency is also enhanced when teachers, communicative approach, emphasis of communicative approach, and communicative teaching .

On the other hand Oral communication skills , the holistic view of fluency, the scientific view of fluency, an operational definition, repetition, increase the amount of speaking time, and allow time to prepare before speaking . Ensure appropriate language level, set time limits, teach formulaic sequences, the nature of speaking, and the nature of listening . Encourage more oral production in your classes, speaking activities at advanced level, fluency measure, task-achievement measure. Oral assessment, development of second language speech, factors affecting oral Performance, and criteria for oral assessment .

The chapter will deal with motivation, motivation and young learners in the classroom, motivation in speaking English, use familiar and motivating topics, relationship between fluency and motivation for

speaking. language acquisition, does age really matter in SLA and Formal sufficiency.

2.1.1 Definitions of Fluency

In one of the first studies investigating fluency, Fillmore (1979.p85) conceptualizes fluency in four different ways. First, he defined fluency as the ability to talk at length with few pauses and to be able to fill the time with talk. Second, a fluent speaker is not only capable of talking without hesitations but of expressing his/her message in a coherent, reasoned and "semantically densed " manner. Third, a person is considered to be fluent if he/she knows what to say in a wide of range of contexts.

Finally, Fillmore (1979) argues that fluent speakers are creative and imaginative in their language use and a maximally fluent speaker has all of the above mentioned abilities. Fillmore's definition of fluency is very extensive, but it is unclear how this conceptualization differs from the definition of global oral proficiency. One of the first definitions of second language fluency was provided by Pawley and Syder (1983), who regard native-like fluency as "the native speaker's ability to produce fluent stretches of discourse" (p. 191).

This definition is of much narrower scope than that of Fillmore and has served as a basis for several further studies. Lennon (1990,2000) points out that fluency is usually used in two senses. In the so-called broad sense, fluency seems to mean global oral proficiency, that is, a fluent speaker has a high command of the foreign or second language. The definition proposed by Sajavaara (1987) can also be regarded as a broad conceptualization of fluency. He defines fluency as "the

communicative acceptability of the speech act, or 'communicative fit" (p. 62).

He also points out that expectations concerning what is appropriate in a communicative context vary according to the situation, therefore his definition seems to be very difficult to operationalize. This conceptualization of fluency bears resemblance to the third aspect of fluency described by Fillmore (1979). Teachers have often claimed that fluency is a difficult concept to define. According to Derwing et al. (2004), the difficulty in getting a definition ascribed to the fact that fluency encompasses many aspects of language. Realizing the difficulties involved in arriving at a precise definition of fluency, Brown (2003) gives a sample of some of the well-known ones. Hartmann & Stork (1976) suggest that

"a person is said to be a fluent speaker of a language when

he can use its structures accurately whilst concentrating on

content rather than form, using the units and pattern automatically

at normal conversational speed when they are needed" (86)

Brumfit (1984 p.56) says fluency is "to be regarded as natural language use." . Richard et al. (1985, p.109) maintain that fluency is "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions". Fluency is very important and every language learner runs after to achieve it in order to be well communicative language learner .

2.1.2 Sub- Abilities of Fluency

One of the most difficult challenges in teaching an L2 is finding ways to help students improve their oral fluency. This is especially true in countries where learners share a common mother tongue and have little or no exposure to the L2 outside the classroom. According to Bresnihan & Stoops (1996), pair and group work communication tasks – as they are structured in ESL classrooms – are often ineffective or not as effective as teachers 'like??. The reason is simple; when learners are asked to perform these activities, they often just chat in their native language. Although they may want to express their ideas in English, it is hard for them to do so, and it is hard for teachers to convince them to try.

To overcome this obstacle, Schneider (1997) proposes to focus exclusively on fluency by making students communicate with English only. Schneider explains that years of study leave learners with an extensive knowledge of grammar and vocabulary that is rarely put into oral practice. As a result of, growing numbers of students gradually come to believe that they are incapable of speaking English and feel the hopelessness that many L2 learners suffer. Hence, having to use their latent ability in English and to focus exclusively on fluency, ESL learners can demonstrate to themselves that they can succeed in speaking English. This method may also activate in them the prime motivators for language learning: gaining increased satisfaction from studying a new language and a heightened sense of appreciation of its relevancy to their lives. Learners live at a time where the ability to speak an L2 fluently has become a must, especially for those who want to advance in certain fields of human endeavor.

2.1.3 Importance of Oral Fluency

According to Derwing et al. (2004.p1), spoken Fluency is an important characteristic of L2 speech, which is often the object of evaluation in testing L2 skills. For both theoretical and practical reasons, research is carried out to establish the factors that contribute to perceptions of L2 fluency as well as the reliability of judgments of fluency. This is important because fluency of L2 learners is often assessed in high-stakes tests that have tangible effects on university admissions, employment decisions, etc. An example in point is the Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS) which are requirements for foreign students wishing to study in Britain and North America., TOEFL's new version spotlights an area that many students are particularly weak in: speaking in English with reasonable fluency.

According to its designers, the new TOEFL emphasizes the practical command of English as a tool of communication, evaluating the integrated skills that are needed for real-life discourse, as well as evaluating each skill separately. Hence, takers of the new TOEFL will be asked to give a short speech on a specific topic will not only be using the language in an interactive fashion will be required to use critical thinking and logic, ("New TOEFL version," (2003).

More than ever before, many L2 learners thus need to speak fluently. Learners' reasons for wanting to become fluent speakers range from a mere desire to feel confident when talking to others in an L2 to an urgent need to pass a language test, such as the TOEFL, Test of Spoken English (TSE), etc. Regardless of the reason, however, one thing is clear. L2 teachers should place greater emphasis on fluency

including finding new ways to incorporate fluency-enhancing activities into their classroom teaching. To reach this stage, one must first recognize the mechanisms surrounding fluency.

Wood (2001) suggests that experimental research focusing on fluency has generally involved the elicitation of a speech amount as well as the analysis of temporal and qualitative aspects of the speech productions. Equally important, most fluency studies have shown a remarkable degree of agreement on the types of temporal variables to be tracked and developed.

Cucchiarini et al. (2000) cites Lennon (1990) who believes that in trying to define the temporal aspect of fluency, "it has often been assumed that the goal in language learning consists in producing speech at the tempo of native speakers, unimpeded by silent pauses and hesitations, filled pauses. Hence, fluency is not an absolute value that learners have or do not have. It is a degree-based characteristic: all learners should achieve some degree of fluency" (p.387).

According to Brown (2003), communicative language strategies can help learners communicate fluently with whatever proficiency they happen to have and at any given time, including the ability to use speed, pauses, and hesitations efficiently. This research explores two basic strategies that are widely utilized to improve the level and content of learners' oral fluency.

2.1.4 Fluency-Enhancing Strategies

The various techniques embodied in these fluency-enhancing strategies are championed by increasing numbers of L2 teachers and researchers all over the world. The first strategy to be discussed is that of speech rate. This is followed by a detailed analysis of the multi-

faceted strategy of filling pauses with fillers and lexical phrases. It is generally believed that if these, and similar, strategies are carefully presented and taught, a significant improvement in learners' fluency is certain to follow.

2.1.5 Distinction Between Fluency and Fast Speech

According to Wood (2001), empirical research lends much support to the idea that speech rate is a sound indicator of fluency. In most studies, speech and articulation rates seem to rise with overall fluency. The two also correlate well with evaluations of fluency as well as with time spent learning a new language. Emphasizing the closeness between fluency and speech rate, Wood points to the longitudinal study by Towell in (1987) which significant improvement was detected in the speech rate of a student of French over a four-year period.

A research paper by Munro & Derwing (1998) tests the hypothesis that accented speech heard at a reduced rate would sound less accented and more comprehensible than speech produced at a normal rate. However, given the fact that non-natives typically speak slower than natives, the strategy of intentionally speaking at a slower-than normal rate was not beneficial as a way of improving accentedness or comprehensibility.

Hence, a general speaking strategy of slowing down may not help L2 learners. Schloff & Yudkin (1991) give some practical advices on speeding up one's speaking pace. According to the authors, many non-fluent speakers take great pains with their speech because they believe that everything which comes out of their mouths should be perfectly worded.

The researcher's argue that it is admirable to care about what one says, but – in the long run – it is better to make a few mistakes along the way rather than to speak too slowly which may cause the speaker to be perceived as boring, tired, or less intelligent than he or she really is. Schloff &Yudkin advocate a 'sixty-second strategy'. They advise slow speakers to choose about a 180-word passage from a magazine or a book, then to practice reading it aloud, seeing how close they can get to finishing it in one minute without sacrificing meaning or clarity.

The author reassures anyone concerned about his or her pace of speech, even non-fluent speakers, to relax about constantly feeling the need to speed up. He argues that that varied-pace method adds to the attractiveness of the speaking voice; while monotonous regularity of speed increases the risks of boredom.

Porter & Grant (1992) also believe that it is important to vary one's speech rate as situation warrants. According to them, however, non-natives worry that they lack fluency in English and, thus, may speak quickly to make up for it. The authors maintain that this solution is not sound. By speeding up their speech without adequate language know-how, non-native speakers make it more difficult for native listeners to understand them.

The two researchers advise L2 learners striving to speak correctly to listen to their professors when giving lectures or assignments. In such situations, teachers tend to use the spoken language mainly for 'transactional' function – communicating a message – where key words are emphasized and are said more slowly.

Porter & Grant suggest that this is not the same as 'inter- actional ' function, where the spoken language is speeded up in conversations of

social nature. Similarly, Brown (2003) advocates that L2 students should be trained to use speed wisely and not to blindly raise their speech rate at all cost. The author observes that untrained teachers may think of fluency as being about speed. But fast speech is not necessarily fluent speech. In fact, fluent native speakers vary their speed depending on the context in which they are speaking.

Unfortunately, non-native speakers often think that they should speak fast to be more fluent. Hence, L2 learners must realize that it is fine to speak slowly as long as it is done at a reasonable rate. Such rate is achieved when speakers, both native and non-native, have time to think as they talk. According to Tam (1997), the speech of fluent speakers is often filled with reduced forms such as contraction, elision, assimilation, and reduction. These forms usually have a positive influence on speeding up one's rate of speech because they often lead to:

1. Disappearance of word boundaries.

2. Omission of end vowels and consonants.

3. Substitutions of elements within words.

Fluent speakers also produce sentences that appear in elliptical forms. As such, when the context is obvious, subjects, articles, verbs, pronouns, etc., are frequently deleted. Citing Brown, Tam (1997) observes that

"Students whose education has been largely couched in

slow and deliberate spoken English are often shocked

to find, when they enter a context in which native

speakers are talking to each other, that they have considerable

difficulty in understanding what is being said" (p.3).

As a remedy, Tam argues that speaking courses should include a half-hour weekly session on understanding reduced forms.

According to him, much benefit can be accrued from following such a procedure. Using it himself, the author explains that students should be allowed to first listen to a tape which gives the slow pronounced version of a chosen text and then the relaxed, fast pronunciation. Students are then asked to repeat the slow version followed by the faster one. Finally, the tape is switched off. Students are divided into pairs or trios that practice conversing using the full text. Brown (2003) points out that reduced forms were defined by Brown & Hilferty (1989) "connected speech replete with its contracted forms, elision, liaison, and reduction." (P.26)

At this point, Brown (2003) adds several other subcategories including weak forms, linking, assimilation, and intrusion. He also points out that there are some people who think of reduced forms as signs of lazy or careless English; but he argues that such a view is naive and incorrect. Indeed, there is ample evidence that reduced forms are applied - to lesser or greater degrees - in many forms of English usage, even the most formal.

Like Tam (1997), Brown maintains that spoken English is very different from written English, and that teachers should not be so surprised when their students are unable to understand natural spoken language. This being the case, he suggests that a few crucial generalizations about real spoken English should be introduced in any

L2 speaking-related course. An example in point is that an unstressed vowel in English becomes a "schwa" in many environments, which makes the schwa the most common (though often ignored) vowel in American English. To be sure, although reduced forms can play a positive role in speeding up the speech rate of L2 learners, other speech-rate techniques hold even more promise.

One of the well-researched activities for improving a learner's speech rate is called the 4/3/2 technique. Devised and developed by Keith Maurice (1983), this technique is based on the principle of L2 learners working in pairs, with one acting as speaker and the other as listener. The speaker talks for four minutes on a topic while his/her partner listens. The pairs are then changed, with each speaker giving the same information to a new partner in three minutes, followed by a further change of partners and a two-minute talk.

Tam (1997) suggests that the 4/3/2 technique allows L2 learners to perform at levels above their usual levels of oral performance. However, adjustments may be needed particularly if each speaker has only one listener, and he/she is required to speak to him/her three times consecutively. The net effect of such a circumstance is that listeners may feel bored and impatient. To avoid this situation, L2 teachers are advised to institute some modifications. Since most learners do not wish to be restricted to just one listener for the whole session, each speaker may be allowed to address at least three listeners in a group. As such, each student can have his/her own turn in each round. This simple adjustment is believed to increase learners' motivation, attention, and interest in the talks being presented in the classroom.

2.1.5.1 Activities to Use Inside Classroom for Developing Spoken Fluency.

Some interesting activities based on the speech-rate principle can be found in Voller & Widdows' (1989) Chatterbox: A Conversation Text of Fluency Activities for Intermediate Students. To be sure, CHATTERBOX is a course of practical activities to help develop English language fluency. It is intended for students who have mastered the basic structures of English but need practice in using what they have learned. Voller & Widdows' book is a teacher's manual which outlines CHATTERBOX's various components. The course is based on three language-learning approaches:

1. 'The natural', which emphasizes learners' need for a large quantity of

Meaningful language,

2. 'The humanistic', which stresses the need of a supportive and

Non-judgmental classroom environment.

 3. 'The communicative', which recognizes the importance of oral

competency in language learning.

This book is filled with ideas for organizing fluency-stimulating activities, several of which use the 4/3/2 technique as their basis. For example, an activity called, "How Would You React?" requires teachers to divide students into pairs. Then the teacher writes on the board:

"What would you do if…"

1. You found a way of becoming temporarily invisible?

2. Your teacher suddenly slapped a student?

The teacher then asks students to choose one topic. Students will present their reactions to their partners, each of whom is called 'partner 1'. Pairs will then change partners and each student will have another chance to deliver the same talk to another partner, but with more fluency due to the restricted time limit. Finally, each student goes back to his or her 'partner 1' to retell their reactions for the third time. Going back to their initial partners gives students a chance to get immediate feedback because their partners should be able to make general observations about their change of fluency by comparing the speaker's first and third deliveries of speech. Brown & Nation's (1997) article has an impressive variety of suggestions for developing spoken language in general, and the oral fluency of L2 learners in particular.

In their article, they also confirm the usefulness of the 4/3/2 technique for developing fluency because it includes the "features", previously discussed in Nation (1991), that are needed in fluency development activities. They propose that the first time that learners use this technique it may be best if the topic involves talking about something that actually happened to them. This is because the chronological order of the events and experiences will make it easier for learners to remember and repeat because the time sequence provides a clear structure for the talk, especially for beginners.

The authors provide other activities, such as one they call "Headlines" to develop speaking fluency that involve the same features of 4/3/2. The authors explain that the 4/3/2 technique and Headlines rely on repetition of the same story to develop fluency and that this kind of

fluency is useful for predictable topics that learners may need to speak about in their near futures. For example, when meeting other people learners may need to talk about themselves, about the kind of food they eat, about their country, about their travels, about their interests and hobbies, and about their adventures and experiences.

According to Nation (2003), the utilization of L2 should be encouraged through classroom management such as telling the class what to do, controlling student behaviour, explaining activities, etc. However, the author suggests that L1 can also have an active role in preparing learners for such tasks by making sure that the material they are working with is truly familiar. Nation maintains that fluency development tasks need to involve language items that are already familiar to the learners. This preparation can involve helping learners recall L1 stories and information that they then work with in the L2, or getting learners to use the L1 to discuss and become very familiar with L2 input, such as newspaper articles, TV news reports, short factual texts, that is then used as the basis for L2 fluency activities such as the 4/3/2 technique.

Nation also argues that there is a "need to include some kind of encouragement to perform faster than usual. He states that this encouragement can take the form of time pressure as in speed reading or the 4/3/2 activity. This being the case, Nation observes that L1 is a useful tool that can be used whenever needed but should not be over-used. There should be a balanced approach which incorporates L1 but also recognizes the importance of maximizing L2 use in the classroom .

Another technique commonly used to supplement L2 learners' limited opportunity to speak outside the classroom is through the use of tape recorders. In (1997), Schneider writes about the great benefits of pair taping and suggests some ways to implement it. He lists a number of instructions which teachers are encouraged to follow .

For example, students should be told that they can talk about any topic they wish and change partners any time, they should have a natural, flowing conversation without pauses or long periods of silence, and that they shouldn't speak in their own language Students should tape once a day because a substantial part of the success with pair taping is seemingly due to students recording many times a week.

As for checking the tapes, Schneider suggests that the teacher takes one cassette from each pair for the same session(s) and fast forwards, listening momentarily to different parts of the students' conversation(s). Comments are stuck on the tape covers with notes. Such reminders showing that the tapes are really being monitored should eventually make it unnecessary to do much more than a casual checking. The teacher might also inform the students that entire tapes will be reviewed from time to time. Monitoring reinforces the idea that recording conversations is a serious part of their evaluation, not simply a diversion from a regular class period. Moreover, the taping wouldn't make sense to students if their tapes were never listened to.

Later in a comprehensive (2001) research article, Schneider (2001) wrote on pair-taping and its effect on improving ESL learners' fluency as well as their motivation and achievement. According to the author, having little opportunity to use the knowledge gained through years of English language study, many ESL students cannot believe that it is

possible for them to speak English. To them, English is only another subject that must be studied year after year. Teachers can also inform their students that using slower speed with pauses and hesitations may require the use of fillers. Some fillers in English are just sounds like, 'uhm, er, uh, ah, umm.' Others are words like, 'okay, you know, well, so etc...

The purpose of such fillers is to fill silence which makes speech more natural and fluent. Brown also proposes that fluency is not an absolute issue which learners either have or do not have. Some degree of fluency can be achieved at all levels of language proficiency. EFL teachers, thus, should help their students develop fluency using all available communicative language tools, choices, and strategies. For instance, such strategies must enable learners to

1. Use speed to their advantage,

2. Apply pauses and hesitations efficiently.

3. Give appropriate feedback.

4. Repair competently.

5. Clarify effectively.

6. Negotiate for meaning if necessary.

2-1.5.2 Fluency is Enhanced by Teachers

When they :

1. Encourage constructive errors.

2. Create opportunities for practice.

3. Construct activities that focus on getting messages across.

4. Assess learners' fluency not their accuracy.

Kam-yin (1993) dedicates a whole article to describing a series of activities designed specially to teach the use of time-creating devices used by speakers to gain time so that they can formulate what to say next. The author describes the use of fillers such as "well, actually, I mean, you know, let me see now, oh let me think," and repetition of key words in one's interlocutor's utterance, e.g., "A: When are you leaving? B: When am I leaving? Another important work is Porter & Grant's (1992) book which tries to help non-native English speakers gain proficiency in speaking and listening.

The authors maintain that students can best learn communication skills by extensive practice. Adopting an interactive, experiential approach to learning, they stress the activities that promote learner involvement and interaction, with students practicing the skills that are to be learned rather than just talking or hearing about them. Intended for use in college classes, intensive English programs, and ESL training courses for professionals, the book promotes 'cumulative learning' which is based on:

1. Moving from simpler to more complex tasks,

2. Focusing on the different features of the speaking/listening processes,

 3. Working toward the integration of various language skills.

2.1.5.3 Communicative Approach

This approach transforms the learning of a foreign language into a set of skills to be practiced rather than knowledge to be acquired , in other

words, to master a language is to be able to perform its functions such as ordering a meal in a restaurant , inviting a person, introducing oneself, and requesting ..etc. In other words it means enabling the learners to develop a genuine communicative competence, which enable them to use the linguistic system effectively and appropriately, hence exists the necessary for the teacher to provide the learners with truly natural linguistic environment.

2.1.5.4 Emphasis of Communicative Approach

Since this approach appeared as a reaction against the traditional methods that teach reading and writing knowledge without developing a command of spoken language, the tendency in recent years is towards the spoken language which is considered primary to written language that is derived from the former, so the focus is very much on speech as the principal objective in language teaching as the child learns to speak without being instructed but is taught to write.

It is argued that the spoken form of the foreign language used as a medium of communication creates real motivation with the learners when it is continually before them. But practically we notice that most learners are no more likely to be engaged in spoken than written communication, even among young learners who are happy to understand British or American pop music. Nevertheless, being able to speak English makes it more like their mother tongue which they more often speak than write.. It is also argued that the knowledge of spoken language is more easily translated to the written form than the converse. Here we notice the difficulties in speaking the language that have been experienced by learners taught by traditional methods.

Another view that supports this tendency is that writing is no more than graphic presentation of spoken language. So, believing that the learner himself, with some assistance, could make the transfer to writing, the results of these arguments has tended to be that a far larger proportion of the teaching time within the communicative approach syllabuses – has been devoted to speech.

2.1.5.5 Communicative Teaching

Communicative teaching is among the more conventional procedures that might be better exploited in this respect. There are two main techniques of communicative teaching; the first is the use of the foreign language by the teacher and the learner, as the only language to communicate with one another. This technique is very important; in the first place we want to make the learners aware that language they are studying is a vehicle of communication. If the teacher uses L1 to communicate and treats L2 like an academic subject, the learners will come to think that only L1 can be used for communication and L2 should be learned for the sake of learning. Therefore, they will not be motivated to learn it

2.2The Importance of Fluency

If you carefully observe children in the learning process, it is easy to understand why behavioural fluency is an essential success factor in learning and performance of any kind. Both informal experience and scientific research e.g., Binder, (1996); Wolf, (2001) suggest that fluency contributes directly to three types of critical learning outcomes:

- Retention and Maintenance

The ability to perform a skill or recall knowledge long after formal learning programs have ended, without re-teaching in school year after year.

- Endurance

The ability to maintain performance levels and attention to task for extended time periods while resisting distraction, and application .

- Application

The ability to combine and apply what is learned to perform more complex skills, creatively, and in new situations.

These are important outcomes that education is supposed to accomplish, but which are sadly lacking in the long-term results of many educational programs. Parents usually see the lack of these outcomes as symptoms, or problems that arise at homework time and when children try to apply what they've learned in school to life situations. Even in relatively successful students, who do not falter in obvious ways, a lack of fluency in essential skills and knowledge can seriously limit their ability to achieve the full learning potential of which they are capable. Consider the difference between a student who easily completes her homework and another student who avoids homework, completes it with difficulty, and seems unusually distractible . The most obvious difference is a lack of fluency in the second child. For example, on arithmetic "story problems" (dreaded by many students, teachers, and parents!) the more successful student is able to read problems rapidly and correctly, calculate answers to basic math problems quickly and accurately, and complete other parts of the problem with relative ease.

The struggling student, in contrast, falters while reading the problem, performs basic math with hesitation (perhaps counting fingers to compute basic sums), and may guess which phrases (such as "how many left") indicate specific types of calculations. When students lack fluency in the foundation skills, performance requiring application of those skills is likely to be painfully slow, difficult, and full of errors.

Fluency should be an essential criterion at each step in an educational program because it allows students to progress smoothly through the learning process, building each successive layer on a previous layer of fluent prerequisite skills and knowledge. Another way to understand the effects of fluency, or "automaticity" Bloom, (1986), is that it frees up attention for higher order application rather than overloading attention with the mechanics of performance. Fluency in foundation skills frees attention for application, creativity, and problem-solving– the higher-order activities that make education valuable and fun. Parents usually comment that students with fluent foundation skills do their homework independently and enjoy new challenges Binder et al. (2002) .

Teachers say that these students are a joy to teach and seem to love learning. On the other hand, when students struggle to form letters or digits they have less attention for composition, calculation, or creativity. When they aren't fluent on basic math facts, they have a hard time paying attention to the teacher's demonstration of long division or adding fractions. When students can't read fluently, there's little attention for remembering, comprehending, or enjoying a story or essay. supervised and frequent practice. Too often with these students, mastery to a given level of accuracy is the only goal. When that level is reached, or even before it is reached, the student is typically moved

along immediately to new, more difficult material and never achieves fluency in the most basic skills. While the amount of work required and the level of expectation both increase, the student remains mired down, slowly and painfully logging along, falling further behind and becoming more discouraged. Completing class assignments and homework becomes an impossibility. And fluency is never achieved. Increased emphasis in special education on helping students achieve true fluency in all foundation skills before moving ahead would benefit not only the students, but also their teachers and parents. Central to every special education student's schooling is his or her Individualized Education Program (IEP). Using fluency aims as the mandated measurable goals and objectives would greatly increase the usefulness of IEPs, making them far faster and easier to prepare and facilitating clear, honest, objective progress reporting to parents. Visible, explicit fluency aims would also lead to interventions focused on achieving essential levels of both speed and accuracy, i.e., on becoming fluent. (ibid)

2-3 Oral Communication Skills

Communication is exchange of ideas between people either orally or in writing. In this research, communication is taken in the sense of fluency and accuracy. Former refers to proper use of language without hesitation and later talks about use of grammatically and phonologically correct language. Alwright (1994) considers it 'learn by doing approach' in teaching where teacher and students both are involved. Speaking takes place in the presence of listener because listener responds to the speaker's communication. As Byrne (1986) defines,

"Oral communication is a two way process

between the speaker and the listener and

involves the productive skills of speaking

and the receptive skills of understanding".(p.131)

It is considered to be helpful in improving learning as Staab (1992) states,

"I believe that oral language is important

not only as a vital communication tool

that empowers us in our daily lives but

also as a valuable way to learn" (7).

He considers both listening and speaking as verbal communication skills .

As he states,

"oral communication skills mean both speaking and listening to

oral language both talking and listening are lifelong activities

and probably   our most important communication tool" (p.6).

Both are integrated skills and supports in developing each other. As Brown, (1994), also asserts that the integration of listening and speaking skills is termed as oral communication skills because listening can be developed indirectly by integrating it to speaking. The literature states that communication is an exchange of ideas between people either orally or in writing. It is also an exchange of meaning and understanding. Meaning is central to communication. Rahman (2010) considers it symbolic because

"it involves not only words but also symbols and gestures

that accompany the spoken words because symbolic action

is not limited to verbal communication" (p.3).

He considers communication is not only words but also signs and gestures to integrate to be oral or verbal communication .

He further defines this "an interactive process" where two communication agents i.e. Sender (S) and Receiver (R) are involved in the process. In this research both speaking and listening skills are considered OCSs. Both supports each other in the development of language proficiency and without either OC remain meaningless. Effective OC cannot be simply 'studied' by reading. "It needs to be planned, strategized, practiced and assessed, preferably in   an 'authentic' setting" Chan, (2011, p.72).

Listening is receptive and meaningful process as Staab (1992) emphasizes that

"Listening is an active process of constructing meaning

and for this to happen, listeners need active mental involvement.

While good instructions and lots of practice can help improve

listening skills, this won't happen without meaningful talk

in the classroom" (p.7).

In the process of developing oral proficiency, speaking comes later. It is a productive skill which comes after receptive skill i.e. listening. In English as Second Language (ESL) contexts, speaking is perhaps the most important of the four language skills: listening, speaking, reading, and writing Carter and Nunan 2001; Celce-Murcia (2001).

Speaking is a linguistic activity which, like language itself, consists of several elements: viz., pronunciation (sounds), morphology and lexis (words and their parts), grammar and syntax (structure), semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed), in addition to topicality (themes and ideas). It is a complex process because

> *"learners need to develop at the same time knowledge*
>
> *of grammar, vocabulary functional language and*
>
> *communicative skills. Attention to the systems of*
>
> *language is crucial, but the development of fluency*
>
> *and contextual accuracy are equally important goals"*
>
> *Hedge, (2000, p.261).*

Several studies have examined developing the students' speaking skills. Jassem (1997) has particularly interested in tackling and enhancing Malaysian English majors' skills in academic discussions by using various methods such as written assignment-oriented seminars. This is an interesting work as it handles an EFL/ESL context similar to the one at hand, where Malaysians are usually silent; they are keen on listening rather than speaking.

Lee (2009) has examined the reasons for improving Asian students' low participation in class in Australia through combining both writing and speaking. Various other evidences show that the best way to improve speaking skills is to combine both communication (Task Based Teaching and Learning) and Grammar Translation Method (GTM).

Oral fluency in a L2, despite its prominent role in L2 acquisition, has not been a major focus of study for L2 researchers in recent years. The concept of fluency is not yet fully understood. Researchers still attempt to define this concept either as a holistic phenomenon that can be tested in a rather subjective way, or as one of the elements of oral proficiency that can be tested in a more scientific and objective way. After considering the holistic and the scientific views of oral fluency, we have selected as our operational definition a more holistic and thus intuitive definition conceived by Schulz and Bartz(1975) in Linder, (1986), which constitutes at the same time a practical, reliable and fairly objective assessment tool.

However, one should be aware that most researchers are still questioning the validity of any fluency evaluation. It is their contention that fluency is not yet fully assessed in satisfactory conditions with effective tools. They also hold that oral fluency is not generally acquired/learned nor effectively taught, and it is not yet tested with objectivity and efficiency in the classroom Hieke, (1985).

2-3.1 The Holistic View of Fluency

Currently and generally, the notion of fluency in a L2 is interpreted holistically: that is, as a whole concept by itself. In this manner, the holistically oriented researcher grasps fluency in a way that naturally leads to its evaluation in global terms. This type of evaluation therefore relies heavily on the rater's subjective judgments, and the instruments are expensive to administer Hieke, (1985).

Theoretically by individual researchers, one is presented as well a specific, corresponding instrument of assessment. Gustein (1983) defines fluency in Fillmore's (1979) terms. According to Fillmore, a

speaker is judged to be fluent if he is able to: 1. fill the time with talk, 2. talk in coherent, reasoned sentences, 3. have appropriate things to say in a wide range of contexts, and 4. be creative and imaginative in language use. To assess fluency, Gustein bases his evaluation on Fillmore's parameters which are, for Gustein, reunited and put into practice in dialogue journal writing. He asserts that there is no authentic and real-world that the dialogue journal is an interactive, self-generated, cumulative and functional writing and reading exchange between the teacher and the student. Therefore, by analyzing these writings, one should be able to evaluate the students' fluency in the L2.Day and Shapson (1987) define fluency as "the ease and flow of the student's speech in comparison with native speakers" (p. 242).

Consequently, they elaborated a four-point fluency rating scale with corresponding descriptors. The four levels are 1. halting, slow speech, noticeable breaks between words, seems to require much effort; 2. speech is uneven, some noticeable breaks between words, seems to require effort, occasionally halting, tend to but not necessarily have slower speech rate than level three; 3. relatively smooth and effortless speech but rate of speech is slower than native or perceptibly non-native; and 4. relatively smooth, native-like rate of speech. The authors mentioned that the use of fluency as a criterion for measuring speaking has been criticized because "it often wrongly considers a native speaker's fluency as ideal, i.e. uninterrupted by pauses , hesitations and false starts" (p.257).

To overcome this problem, the researchers instructed the raters to accept hesitation and pause phenomena as natural characteristics of the speech behaviour of both native and L2 speakers, and to consider fluency as a relative measure (ibid). For Beatens Beardsmore (1972)

"oral fluency is ability to formulate accurate and appropriate utterances of more than one sentence in length" (p.10).

He defined his concept of fluency in these terms: "Oral fluency requires the ready availability of this communicative competence for the formulation of appropriate utterances in real time, involving a strategy for the elaboration of sentence structures, as well as the selection and insertion of lexical items. Individual sentences must be integrated into connected discourses".

Therefore, Beardsmore selected specific criteria and established them as a function of his aims. They are as follow: 1. fluency (tentatively defined as the ability to give proof of sustained oral communicative spontaneous competence, use of production as well as the implying 'conversational a certain unstilted, lubricants' Abercrombie, (1963, p.57); 2. accuracy (structural and lexical); 3. relevance; 4. intelligibility; 5. pronunciation; 6. variety of structures; and 7. variety of lexis. It is interesting to note that fluency is considered here as one element of oral fluency assessment, which in this case one could call oral proficiency. O'Brien and Langr (1977) associate 'ease' with fluency as one of the five parameters of minimal oral proficiency without any precise definition or rating scale.

2.3.2 The Scientific View of Fluency

As opposed to these holistic views of fluency, some authors proposed a more specific and scientific framework, and thus, attempted to provide a more objective instrument to assess oral fluency. First, Lesson (1975) presents three major components defining oral fluency, each being divided into specific criteria. They are as follows : 1. a phonological component (articulation rate, pausal phenomena,

phonological production, and phonological discrimination); 2. a syntactic component (error count, 'gap filling', syntactic manipulative skill, anagram sentences); and 3. a semantic component (associative networks in a variety of registers, socio-cultural influences, awareness of the functional value of utterances).

Hieke (1985) affirms that we need an efficient and uncomplicated testing instrument to provide a quick and simple assessment of fluency with group administration capability and ease of objective scoring by the instructor himself. In order to achieve this, Hieke (1984) attempts to divide fluency into its distinct components which are separated broadly into a quantitative and a qualitative domain. The quantitative parameters of fluency are: 1. speech rate, 2. length of runs, 3. rate of articulation, and 4. hesitation devices (stalls, repairs, parenthetical remarks) .

He also mentioned that speech rate is the most significant and practical measure of oral fluency, but as it is a rather superficial means of evaluation, it cannot serve as the sole indicator of fluency; it must be supplemented by other and more qualitative parameters. The only qualitative parameter cited by Hieke (1984) is the phenomenon of absorption which occurs in intra word and inter-word positions, and which is divided into linking (or liaison), levelling, and loss Hieke, (1985).

Another researcher, Sajavaara (1978), produces a list of parameters which are thought to be major factors of fluency. These are: 1. linguistic factors (phonological and phonetic, syntactic, semantic, lexical, and textual factors), 2. psychological factors, and 3. sociolinguistic factors. Sajavaara also mentioned the features of speech

that should be observed during testing 1. organization of the message(length, false starts, imprecision, lexical density, and lexical variation) and 2. continuity factors (sentence length, clause length, subordination index, number of pauses, incomplete phrases, revisions and repetitions, extraneous words and phrases, broken words, prolonged sounds (p.21). All of these scientific views of fluency have not yet led to the development and wide acceptance of definite evaluation devices which could be used as a frame of reference, with the exception of the criterion of speed rate.

2.3.3 An Operational Definition

Schulz and Bartz (1975) after analyzing the two main trends in the concept of oral fluency in a second language (the holistic and the scientific views), one finally had to decide on a definition that could be satisfactorily operationalized in this research. They offer us an honourable and positive compromise between these two broad approaches, reviewed above.

The researcher was then able to operationalize a definition that adequately isolated the parameters of oral fluency for the teachers participation in this study. This allowed for the existence of objective and reliable criteria, permitting then to utilize this practical and dependable assessment instrument. At the same time, the researcher was able to keep in mind a holistic definition of the concept of fluency.

Schulz and Bartz (1975), recently quote by Linder(1986), worked first separately to elaborate a scoring system presenting a complete oral proficiency test in which fluency stands as its first component. For them, the most vital component of a communicative competence test

was the scoring procedure. Their criteria were based on the students' ability to produce or comprehend a message in the L2. They considered that linguistic errors should not be the primary criterion for a test of communication, as long as the linguistic error did not interfere with the intended message of the speaker. They recognized, however, that it is difficult to separate totally the two criteria of comprehension and quality of utterance . Schulz and Bartz accept the method of testing by rating scales because

"attempts to evaluate communicative competence

have relied heavily on rating scales as a means for

scoring, especially for the speaking skill. In this way

, an effort is made to avoid scoring discrete linguistic

errors"(p.84).

Bartz uses four scales to evaluate the oral components of his tests: fluency, quality of communication, amount of communication, and effort to communicate. Schulz used similar scales. Bartz and Schulz in Linder,   (1986) define fluency in these terms :

"Fluency does not refer to absolute speed of delivery,

since native speakers of any language often show wide

variations in this area. Fluency refers to overall

smoothness, continuity, and naturalness of the

student's speech, as opposed to pauses for rephrasing

sentences, groping for words, and so forth" (p.7).

They offered a six-point scale in which each level is clearly described
1. very many unnatural pauses, very halting and fragmentary delivery;

2. quite a few unnatural pauses, occasionally halting and fragmentary delivery; 3. some unnatural pauses, occasionally halting and fragmentary delivery; 4. hardly any unnatural pauses, fairly smooth and effortless delivery; S. no unnatural pauses, almost effortless and smooth, but still perceptibly non native; 6. as effortless and smooth as the speech of native speakers. This definition has intuitive appeal on account of its objective breakdown of criteria and, consequently, has gained wide acceptance for use in the field.

Fluency, often considered in opposition to accuracy Brumfit, (1984) and complexity Skehan, (1996), is best thought of as an integrated component of language. The term refers to an aspect of overall speaking ability. One way to define this term is by temporal aspects of speech: speech rate, pauses (including their location, length, and frequency), and length of speech runs between pauses Lennon, (1990), Schmidt, (1992), Wood, (2001). There are various ways of building fluency. For example, certain experiences, such as study abroad, contribute to it (Wood, 2007).

In addition, classroom activities promoting fluency have been suggested and explained Gatbonton and Segalowitz, (1988), Maurice, (1983), Schneider, (1993). From this literature comes seven principles to consider when designing and doing fluency building activities:

1. Incorporate repetition

2. Increase speaking time

3. Prepare before speaking

4. Use familiar and motivating topics

5. Ensure appropriate level

6. Impose time limits

7. Teach formulaic sequences

Each of these principles will now be discussed along with illustrative sample classroom activities.

2.3.3.1 Repetition

One of the best ways to increase fluency is to use the same language over and over. This does not mean simply repeating what the teacher says or doing substitution drills. It is important to change the audience or purpose when an activity is repeated. Repetition can be incorporated into many speaking activities. A common exercise is *Find Someone Who...*, where students must ask the same question to many students until someone answers affirmatively. Another technique often used is *Interview and Report*, where Student A interviews Student B and takes note of the answers. Student A is then required to report Student B's answers to Student C, who must take notes. *Class Photo* Gatbonton and Segalowitz, (1988) is another effective activity that avoids the problem of mindless repetition. The teacher gives students the task of taking a group photo.

Students take turns managing this task, directing each other where to stand or how to line up for the picture. The language used (*X please go to the front*, *please stand next to X*, *sit in front of X*) is necessarily repeated many times. To increase focus on language use, speakers cannot use gestures, and the students must go where they are told. *Class Photo*, along with the other activities mentioned previously, are examples of activities with clear and meaningful outcomes, making them great candidates for encouraging fluency development.

2.3.1.2 Increase the Amount of Speaking Time

When it comes to speaking, one challenge facing most Sudanese learners is the limited amount of time they spend actually using English. At the university level, many speaking courses are limited to one 120 minute lesson per week, and little if any English is used outside of class. Here are a few ways of helping students converse as much as possible:

• Have students work in pairs or small groups

• Encourage 100% English free-conversation

• Promote English use outside of class

In large classes, a great way to increase talk time is to put students in pairs or small groups. There are innumerable ways to do this, such as interviews, information gaps, role plays, and group discussions. Free conversation is an activity that encourages students to speak. More advanced students may simply need a prompt such as, "*So, how was your weekend?*" Low to intermediate students will benefit from more initial support. Below is common conversation framework for providing such guidance:

Student A: (Question)

Student B: (Answer + extra information)

A: (Follow-up question)

B: (Answer + question)

A: (Answer + extra information)

Example:

Student A: What did you do last weekend?

Student B: I went to a movie on Saturday. I saw

the new Batman movie.

A: Who did you go with?

B: I went with my friend. What did you do

last weekend?

A: I went shopping on Sunday. I bought new shoes.

Recording conversations is another technique that gives students more fluency practice. When done outside of class, overall time spent speaking, listening, and thinking in English increases. For optimal results, care must be taken with assigning topics Schneider, (1993), handling the logistics Kluge and Taylor, (1999), and assessing the recordings Ho, (2003) . As students get used to recording their conversations, they gradually feel more relaxed, and the task becomes easier to complete. Another benefit of outside taping is that practice done at spaced intervals enhances language acquisition Bahrick, (1979). Students get into this habit of using English more often for shorter stretches of time as opposed to only once per week in class.

2.3.1.3 Allow Time to Prepare Before Speaking

One factor that contributes to increased fluency and shorter pauses is adequate planning by Foster and Skehan, (1996). Low and intermediate level students especially need time to prepare what they are going to say. Written planning done in silence before a speaking

activity helps maintain focus on the act of speaking and creating meaning with an interlocutor. Examples of planning include taking notes on a topic for homework, composing written answers to interview questions before discussing them, and writing potential questions other students might ask about a topic and the subsequent answers. A technique as simple as giving students a few minutes to silently read and think before engaging in conversation lightens the cognitive load and allows for improved attention to communication.

2.3.1.4 Ensure Appropriate Language Level

Fluency promotion activities should be at an appropriate level of difficulty in order to reduce the necessity of over-thinking while speaking. Activities that push students to use new and recently learned language have their place in the classroom, but are not optimal for enhancing fluency. Nation, (1995), fluency is best developed when already known language is put to active use something most efficiently done through discussion of relevant and familiar topics. The ideal level should be at or just below the students' current level. Review activities are thus especially good for fluency building. Having students review at the beginning or end of class is a good way to have language repeated and reinforced.

2.3.1.5 Set Time Limits

While creating a comfortable speaking atmosphere is important, it may be helpful to introduce a bit of intensity by setting time limits on conversation activities. This forces students to speak faster and pause less. One simple technique is to set a timer and tell students to complete a task before the timer goes off. Similarly, the *4-3-2- Minute Speech* Maurice, (1983), provides intermediate to advanced students

an opportunity of giving the same speech three times in succession, thus combining the benefits of time pressure and repetition . Working in small groups, each student gives a four-minute speech. During this first attempt, attention is necessarily divided between language and content. After rotating groups, students repeat their same speech, this time in three minutes. Ideally overall fluency improves since the content and language have already been worked through once. After rotating groups again, students repeat their speeches a third time, condensing them into more confident and fluent two-minute versions. In addition, speeches can be recorded and compared to verify that fluency has indeed improved and that students are not simply saying less as time decreases.

2.3.1.6 Teach Formulaic Sequences

It is important for fluency building that learners are taught chunks, collocations, and formulaic sequences Wood, (2007). Mastering communication strategies involves developing the ability to automatically plug set phrases into conversations at appropriate moments. One such strategy is making frequent use of classroom English phrases such as *Can you repeat that?* and *What does ~ mean?* Other examples are agreeing/disagreeing (*I agree because…, I see your point, but…*) or stating opinions (*In my opinion…, I think...*). Encouraging the use of these sorts of strategies will provide more opportunities for students to use already learned language, thus building fluency more efficiently.

2.3.2 The Nature of Speaking

All of the skills are important, but Ur highlights speaking as the most important since "people who know the language are referred to as

'speakers' to that language, as if speaking included all other kinds of knowing in learning to speak (1996:120). If this is true, classroom activities that teachers use to develop pupils´ ability to express themselves is crucial. Ur further provides the characteristics of a successful speaking activity:

Learners talk a lot.

Participation is even.

Motivation is high.

Language is of an acceptable level Ur (1996:120). To reach all of these characteristics, teachers should:

Use group work.

Base the activity on easy language.

Make a careful choice of topic and task to stimulate interest.

Give some instruction or training in discussion skills.

Keep students speaking the target language.

Ur, (1996:p.121-122). Moreover, Willis suggests examples of language teachers might use to leave the mother tongue out:

Role play: Let´s go back to the dialogue we practiced about…

Setting the scene with a picture or a social situation: *We´re going to do some role*

play now. Imagine…

Promoting discussion: What could have happen earlier?; Come on, you could say…

Explanation and description: In pair I want you to give someone else direction from your school to…

Guessing games: Someone has to think of a famous person, someone we all know.

Problem solving: When you have found out write down the differences, and call me(1996:129-131). However, when teachers try their best, but pupils keep using the native language. Probably the best way to keep pupils speaking the target language is simply to be there yourself as much as possible, reminding them and modelling the language use yourself: there is no substitute for nagging! Ur, (1996:122).

2.3.3The Nature of Listening

From the period when listening was a kind of a neglected skill, nowadays listening plays a more central role in foreign language teaching. "We cannot expect our learners to speak English without first hearing of English." (Hechavarría and Sánchez, Internet 2010). This cannot be done without using the target language as the main language. According to Anderson and Lynch, (1988)"Krashen has claimed that comprehension plays a central - and possibly predominant part - in the whole process of language learning." (p.33).

Richards, (2006) "The changed status of listening in recent years was partly prompted by Krashen´s emphasis on the role of comprehension and comprehensible input." (p.9). Listeners were finally seen as actively involved in constructing meaning, based on expectations, and selective processing of input. Listening became an interpretive process and authenticity in materials an important part in foreign language

teaching Richards, (2006.p.9). Current views on teaching listening argues upon the following assumptions:

Listening serves the goal of extracting meaning from messages.

In order to do this learners have to be taught how to use both bottom-up and top down processes in arriving at an understanding of messages. · The languages of utterances, that is, the precise word, syntax, expressions used by speakers are temporary carriers of meaning. Once meaning has been identified there is no further need to attend to the form of messages Richards, (2006.p.86).

Richards continues and lists a variety of teaching strategies and techniques to practice listening:

 Predicting the meaning of messages.

Identifying key words and ignoring others while listening.

Using background knowledge to facilitate selective listening.

 Keeping the broad meaning of a text in mind while listening(2006:86).

The current position involves three-part lesson sequence, which consists of pre listening, listening and post-listening. The pre-listening part should motivate pupils and prepare them for practice in listening part through activities involving making suggestions, predictions and reviewing key vocabulary. The listening part focuses on comprehension through exercises, which require for example selective listening or sequencing, and the post-listening part usually involves a response to comprehension and may require pupils to give opinions about the topic Richards, (2006:87).

In the case of listening, communicative language teaching means producing pupils who are able to use their listening strategies to maximize their comprehension of input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension. It is essential for the teachers to help pupils become effective listeners .in the communicative approach, this means modelling listening strategies and providing listening practice in authentic situations, which are pupils likely to use outside the classroom.

Willis on the classroom language suggests that teacher should use all the time the same phrases and structures to refer to specific listening materials. For example: Introducing the topic: We´ll be listening to a part of… and then complete a worksheet.

Stating your aim: This is to give you practice in listening for the general idea.

Making prediction: Who knows something about this topic?

Revision of listening skills: Remember last lesson we learnt about…

Prepare to listen: So, are you ready to listen and answer these questions?

After listening: Well, that´s it. We´ll hear it again, but first finish…

Going over the activity: Alright. Let´s go over that(1996:p.137-138).

Vandergrift (2005) sums up: L2 listening competence is a complex skill that needs to be developed consciously. It can best be developed with practice when students reflect on the process of listening without the threat of evaluation. Using listening activities to only test

comprehension leads to anxiety which debilitates the development of meta cognitive strategies. Strategy use positively impacts self-concept, attitudes, about learning and attributional beliefs about personal control (Borkowski et. al., (1990). Guiding students through the process of listening not only provides them with the knowledge by which they can successfully complete a listening task; it also motivates them and puts them in control of their learning .

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has along written tradition by Bueno, et al , (2006: 321). Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it.

There are some language policies, which provide a way to specify what learners are able to do at certain levels with regard to The Common European Framework of Reference for languages, the Portfolio or inside the Curriculum. Teachers should follow them as a way of providing a guideline for their lessons. The CEF describes in detail the different levels that a student can obtain in speaking activities and strategies (A1, A2, B1, B2, C1, C2), these levels refer to things that students can do.

Furthermore, the student is in a social, cultural and linguistic context where the English language is not often present and he or she does not need it to interact and survive in his or her life. In short, these are not

the most suitable conditions to develop the desired or required level. For this reason, this study will try to explore the characteristics of the speaking skills and propose some ways of practicing speaking and giving feedback.21 For most people, the ability to speak a language is synonymous with knowing that language. Nevertheless " speaking in a second for foreign language has often been viewed as the most demanding of the four skills" Bailey and Savage (1994.p 7).

What specifically makes speaking in a second or foreign language difficult?

Brown (1994) labels speaking as the most challenging skill for students because of the set of features that characterize oral discourse:

 Contractions, vowel reductions and elision;

 The use of slang and idioms:

 Stress, rhythm and intonation;

The need to interact with at least one other speaker.

The most difficult aspect of spoken English is that it is always accomplished via interaction with at least one other speaker and this is one reason why many of learners were shocked and disappointed when people used second or foreign language for the first time in real interaction: People had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands. Speaking is an

> *"activity requiring the integration of many*
>
> *subsystems…all these factors combine to*
>
> *make speaking a second or foreign language*

a formidable task for language learners .

yet for many people, speaking is seen

as the central skill" Bailey and Savage (1994: 6-7).

There are numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for directions, in shops, meetings or chatting with their friends, to name a few. People spend great deal of their time interacting with more people and, each of these situations requires a different register according to the formality of the moment. We speak for many reasons- to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on Lindsay & Knight, (2006: 58).

2.3.3.1Encourage more Oral production in your Classes.

Do you interact with your students? Research shows that teachers in immersion classes do most of the talking according to Allen et al. (1990) . Use a tape recorder to record and listen to how much talking your students do and how much talking you do in the day. Here is a list of helpful tips to guide these teacher-student interactions:

• Relate your questions or points of discussion to your students' lives.

• Ask students what they did the day before, for example, especially if it was a weekend.

• Encourage students to tell you about their families, their friends, their siblings, what they are wearing and what their preferences are for food, movies, TV programs, etc.

2.3.3.2 Speaking Activities at Advanced Level

According to Thornbury (2007: 40), the process of developing speaking skills consists of three stages:

• awareness – learners are made aware of features of target language

Knowledge.

• appropriation – these features are integrated into their existing knowledge- base,

• autonomy – learners develop the capacity to mobilize these features under real-time conditions without assistance.

2.3.3.3 Fluency Measure

Studies on language fluency typically focus on temporal properties of speech, such as pause frequency, duration and distribution, speech rate (i.e. the number of words per minute), or a mean length of run Fillmore, (1979); Lennon, (2000) ; Kormos, (2006) ; Mora, (2006). The fluency measures adopted in the ELLiE study Szpotowicz & Lindgren, (2011, p. 128) were: (a) total number of words (Tokens), (b) number of different types of words (Types) and (c) number of nouns produced by the learners in the oral tasks. They were used in a comparative study of linguistic development over three years.

The total number of words produced in the task (Tokens) was used in this study as a measure of fluency to compare the number of words learners were able to produce in meaningful interaction. The number

of words was counted in each participant's transcribed speech sample. Since the task was semi-structured and the turns were short, it was assumed to be an appropriate measure of fluency for these highly dysfluent non-native young learners. The task did not provide much opportunity for extended output on the learners' part, so no temporal measures were considered to be suitable.

2.4 Task-achievement Measure

To determine whether the communicative goal was successfully achieved

by the participants, it was necessary to develop a scale for evaluating the task Luoma, (2004). For Part 1, the task was to answer questions to enable the interviewer to guess the identity of the person in the picture, and for Part 2 to ask a sufficient number of questions to identify the person the interviewer had in mind. After the initial analysis of several transcripts, the following scales were developed in the ELLiE team and adapted for this study. Task-achievement scale for oral production:

1. No production in L2 or a single attempt irrelevant for completing the task;

2. Partially completed with substantial self-help using L1 or having minimal ability;

3. Completed with some self-help using L1 or having limited ability;

4. Fully completed and showing some elaboration

.

2.4.1Questions – Quantity and Elaboration

Questions play a vital role in communication but the tasks that are offered in lower primary language education more often assume a reactive rather than a proactive role for young learners as interlocutors. In this study, additional focus was given to questions as indicators of elaboration of language skills. Research into the development of interrogative forms in L2 Cazden, (1975); Wode, (1978) describes the order of acquisition in which questions developing L2. Some longitudinal studies e.g. Cazden, (1972) shows striking similarities between the order of interrogative forms in L1 and L2. The finding may be relevant to this study, as the learners were at the age when they are still developing their L1 repertoires.

Questions asked by the learners in this study were scored on a scale of codes (1–6). The scale was created on the basis of the main stages of interrogative form development described by Ellis (1985, p. 60- 66), which was adapted after the initial analysis of the transcriptions of the speech samples. The scale extends over six categories, as follows:

1. No questions were asked

2. Words or phrases were used with rising intonation in the function of questions, e.g. Short? Red?

3. Affirmative sentence was used with rising intonation, e.g. He's sitting?

4. The interrogative element (wh-, do-, etc.) was fronted, there was no subject- verb inversion and the auxiliary was missing, e.g. What he wearing?

Where he in the picture?

5. Inversion in wh-questions and in yes/no questions was used correctly,

e.g. Is she reading? What colour is her hair?

6. Embedded questions, negative questions and question tags were used. The responses never contained structures that would have been described by Category.

 All questions in the transcribed samples from Part 2 of the game (asking questions) were evaluated and labelled using the above codes. The number of questions used and the most elaborate type per student are reported below.

2.4.1.1 Oral Assessment

There are many ways of assessing oral proficiency of students . Florez (1999) suggests the forms could be from oral sections of standardized tests such as the Basic English Skills Test (BEST) or the English as a Second Language Oral Assessment (ESLOA) to authentic assessments such as progress checklists, analyses of taped speech samples, or anecdotal records of speech in classroom interactions. We can simply interview them and assess their responses; or use other techniques such as role-plays, group discussions between learners, monologues, picture-descriptions and so on. Choosing an appropriate elicitation technique, however, is only part of the problem; there are many other difficulties associated with oral test scale design, its administration and assessment. Hence, most language exams do not include oral testing or give it a very low weighting in the final grade Ur, (1996).

There are pros and cons as to whether an oral test should be adopted. Those who are for the test would argue that speaking is an integral part

of language, and arguably the most important skill; an oral test will act as an impetus for both teachers and students to spend more time developing this skill; it can help those students who are better at speaking but weak in writing Ur, (1996).Those who are against oral tests claim that it is difficult to design tests for learners to improvise speech in a foreign language; it is difficult to judge the utterances the testes answer in real time, while recording is expensive and time-consuming. Furthermore, there are no obvious criteria, or too many, for assessment. Ur (1996) suggests that in teaching practices, the oral tests have immediately noticeable effect on the "rise in the emphasis on oral work in school classrooms and a corresponding improvement in learners speaking skills" (p135).

However, assessment can involve more than tests. Classroom observation is also an important method for assessing speaking activities. Ur (1996) lists the characteristics of a successful speaking activity which can be used to assess the teaching/learning:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. (p.120)

In sum, though oral tests are difficult to design and judge, they are important in teaching practices. Based on appropriate criteria, test results describe levels of performance, and provide useful information to teachers, students, parents, and others interested in understanding both the quality of a performance and how, in the future, that performance might be improved New York State Education Department, (2000). Before discussing the criteria for oral assessment, the researcher need to investigate the development of second language speech.

2.4.1.2 Development of Second Language Speech

Skehan (1998) suggests that speakers fluency, accuracy and complexity of speech all demand capacity, and that there is likely to be a trade-off between these aspects of the skill. Increasing attention to one would limit one's capacity for the others, with developmental implications. Skehan (ibid) getting learners to focus on accuracy is likely to encourage a less exploratory of fluent use of the language. Pushing them to develop fluency, on the other hand, might encourage greater use of formulaic chunks of language, discouraging attention to accuracy and reducing speakers ' capacity for processing complex language. Leading them to experiment with new expressions or new combinations of words and phrases might jeopardize their accuracy or fluency. Hence, the task focus could affect learners' development.

Skehan and Foster (1996) and (1998) show that different task types can differ in their impact: some led to more accurate and fluent but

less complex language, others produced more complex and accurate language, while yet others generated more complex but less accurate language. Linguistic complexity seemed affected by the cognitive complexity of the tasks. It remains to be seen Bygate, (2001) whether the use of such tasks has long term effects on learners' oral language development. Robinson (2003) also agrees with this perspective.

However, the current research Lindstromberg, (2003) seems to focus on the development of fluency and second language acquisition theorists and researchers seem to have discovered the importance of attending to linguistic form only a decade or so ago. Skehan thinks in Lindstromberg, (2003) that not enough has been said about tasks which have potential to develop the complexity of inter language.

2.4.2 Factors Affecting Oral Performance

There are many factors affecting students' oral performance, Robinson (1995) points to the need for understanding task difficulty or complexity and believes that any issue that affects the grading and sequencing of language teaching is inevitably related to the selection, grading, and sequencing of items on the related language tests. He sets out to understand the issues involved in task complexity by examining what he calls: referential complexity, structural complexity and processing complexity.   Other researchers focus on the role of learners.

The National Center for Family Literacy (2004) points out that learners play a role in the factors influencing the effectiveness of assessments. The learner factors include educational background (including literacy in the native language), age, experiences with trauma, opportunities to use the language outside of instructional time,

and time and ability to attend class. However, Fan (2005) argues that age is not a main factor in learning English, especially in Taiwan. Greenwood, (2004) suggests that students who were more extraverted produced better global impressions during their oral performance, and those who were experiencing higher levels of state anxiety made more errors in their spoken use of clauses. The oral test can be seen as a task.

Nunan (2004) believes that three intersecting sets of factors determine the task difficulty: learner factors, task factors, and text or input factors. The task becomes easier if the learner is confident about the task, is motivated to carry out the task, has necessary prior learning experiences, can learn at pace required, has necessary language skills, and has relevant cultural knowledge. As for the task itself, it is easier if the task has low cognitive complexity, has few steps, has plenty of context provided, has plenty of help available, does not require grammatical accuracy, and has as much time as necessary. The text or the input can make the task easier if it is short and not dense, has clear presentation, has plenty of contextual clues, and has familiar, everyday content.

2.4.3 Criteria for Oral Assessment

Since the introduction of communicative competence, many applied linguists have adopted it in the oral language scales and equated 'proficiency' and 'communicative competence Manidis & Prescott, (1994). Liang (2002) also designs a grading chart which, adapted from Weir's (1995) scoring rubric using communicative competence, was based on five criteria: (1) appropriateness, (2) adequacy of vocabulary for purpose, (3) grammatical accuracy, (4) intelligibility, and (5)

fluency. M) Each criterion contains four communicative competence aspects: linguistic features, non-verbal features, discourse features, and strategic features. New York State Education Department (2000) takes into account six dimensions in an informal speaking rubric: initiation, response, conversational strategies, vocabulary, structure, and cultural appropriateness.

Authors of some scales, such as ISLPR (International Second Language Proficiency Ratings) and ACTFL (American Council for the Teaching of Foreign Language), did not use communicative competence as the criteria. Manidis and Prescott (1994) argue that the communicative competence depends on traits other than the ability to use the language, such as intelligence, personality factors like introversion/extraversion and general knowledge, which are probably not appropriate for the language tester to measure.

2.5 Motivation

It is extremely important to understand the role of motivation in SLA because investigations Gardner & Lambert (1972) and Dörnyei (2001) show that motivation plays a significant role in achieving SL proficiency and competence. According to Pandey (2005)

> *"motivation, defined as the impetus to create*
>
> *and sustain intentions and goal-seeking acts, is*
>
> *important because it determines the extent of*
>
> *the learner's active involvement and attitude*
>
> *toward learning"(p.79).*

Gardner and Lambert (1972) state that motivation is extremely influential factor in successful second language acquisition and the

term motivation was brilliantly bolstered by Gardner (1985) who defines motivation as being "the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (p. 10).

Gardner and Lambert (1972) consider to be research pioneers on the field of second language learning and motivation. In their investigation, they included two motivational factors, integrative and instrumental motivation where the learner is focusing on achieving certain goals perpetrated in those two sets of motivational factors. In second language acquisition, instrumental motivation can be thought of as a motivation for those who want to learn a second or foreign language for educational purpose or seeking work opportunities

However, integrated motivation, as explained by Shirbagi (2010)are those learners who want to culturally interact with other community members and are willing to participate as valuable members of the target language country. In other words, the main goal of the language learner is to use the language for social interaction .

Early investigations conducted by Gardner and Lambert from (1972) focus on integration motivation as being more important than instrumental motivation. Shirbagi points out that in later studies, the focus has been shifting towards integrative motivation as being more important. Instrumental motivation is still considered valuable element but today integrative motivation is constantly being linked to successful second language competence Shirbagi (2010). Gardner's statement from 1985 confirms this belief as he claims that

"An integratively oriented learner would likely

have a stronger desire to learn the language,

have more positive attitudes toward the learning

situation, and be more likely to expend

more effort in learning the language" (p.11).

In those two learning contexts the students should be aware of the importance of the SLA process because it might be easier for the teacher to help the student towards success. Shirbagi shows how students are driven by a motivational force because of their awareness of the importance of SLA which will furthermore develop integrative and instrumental motivation. He continues to argue the essence of integrative and instrumental motivation for the student.

Additionally, he states that an extremely important factor of integrative and instrumental motivation is the instructor's role because the teacher needs to be aware and understand the ability of each student and how they are motivated Shirbagi (ibid). For that reason, he states the importance of providing language learners with opportunities to practice integrative and instrumental motivation. Instructors need to provide activities that promote such motivation and this is only possible as long as the teacher understands the learning abilities of his/her learners . Consequently, teachers should be aware of the importance of the motivational element in order to assist students to develop their learning techniques and to achieve their language learning goals.

Engin (2009) also investigates the role of motivation and found out that it can significantly influence the student to succeed. Engin suggests that the teacher should focus on positive reinforcement rather than empathize on error or negative motivation which can decrease the learner's ability to succeed. Also, he continues and says that

implement positive motivation during the learning process will benefit the learner more from learning the target language.

Students need to receive enough motivation and the instructor needs to make his students aware of their learning expectations . Motivation is an important factor that needs to be discussed in terms of SLA but the learner also needs to be provided with proper learning environment.

2.5.1 EFL Learners and Low Intrinsic Motivation

Since the emergence of CLT the only group of people having difficulty using it are not the teachers. Students are also to be taken into account in this case. An important question to ask is: Do EFL students need to speak English and communicate in this language?. In a setting where English is a foreign language, students usually learn with low intrinsic motivation; English may be deemed irrelevant with students‟ needs because the language is not part of their everyday life. On the other hand, in a setting where English is a second language, students have high intrinsic motivation because the language is a part of everyday life. By living in a second language environment, students have a higher chance to use the language whether to communicate with others or for professional needs, as in searching for a job Adi (2012). Without an English-speaking environment, motivation becomes more a product of curricular demands, pressure from exams, and academic and professional success, instead of demand for communication.

 As Widdowson (1998) perceives, the English language teaching that takes communicative competence as the invariable goal doesn't fit in the EFL contexts where learners‟ engagement in social interaction with native English speakers is minimal (Wei, 2011).

Stern (1992) argues that one of the most difficult problems in making classroom learning communicative is the absence of native speakers. Apparently, CLT are more successful in English as a Second Language (ESL) context because students have the motivation to work on oral English because they need it in their lives. In contrast, in English as a Foreign Language (EFL) context, due to some physical limitations, such as the purpose of learning English, learning environments, teachers English proficiency, and the availability of authentic English materials, CLT meets much more difficulties during its application.

Sano and Harmer (2001) for instance, point out that the Japanese students they studied generally did not feel pressing need to use English, therefore the goal of communicative competence seemed too distant for them. Unlike ESL learners who need to use the TL in everyday life for surviving in the target culture, EFL learners generally do not have adequate access to the TL outside of the classrooms and normally return to the real world speaking their mother tongue as soon as they leave the classroom (Campbell, 2004).

Without a clearly recognized need or goal, students without a specific personal interest in speaking English will lack motivation. While there are long-range needs for the students-from abstract ones such as the broadening of one's social perspective and more concrete ones such as English for business purposes--students are not likely to be conscious of these needs, especially with the more pressing need of passing entrance exams , and when this need evaporates after entering university, so will the motivation to maintain the skill and to expand upon it.

2.5.2Motivation and Young Learners in the Classroom

As pointed out in this research , it has been explored if it is better to start learning second language when you are young. Discussions have been debatable and there seem to be no unambiguous results that declare if "the younger the better". Moreover, those who favour "the younger the better " argue that young learners easily achieve second language from what it seems almost effortless, they are interested to learn, motivated and curious to participate in creative activities" (Nikolov and Djigunovi'c 2006).

Furthermore, scholars favouring the statement say that children learn by doing, and are not conscious about the learning process, contrary to old learners who are more aware of what is expected of them. This will lead to the fact that the second language acquisition in young learners is more natural Halliwell (1992), Cameron (2001).

2.5.3 Motivation in Speaking English

Motivation is the driving force that initiates learning in the first place and sustains learning until the planned goals are achieved. High motivation may provoke learners to interact with native speakers of the target language Schumann, (1986), which in turn increases the amount of input to learners. McIntyre and Noels (1996) report that those who were substantially motivated were more likely to adopt more learning strategies and use them more frequently than those with less enthusiasm. Motivation is typically examined in terms of the intrinsic and extrinsic motives of the learners Brown, (2000).

Intrinsic motivation refers to the willingness to engage in an activity because it is enjoyable and fulfilling. Extrinsic motivation refers to the desire to do it so as to receive an external reward or avoid punishment. It appears that intrinsic orientations are more powerful learning stimuli (e.g. Maslow, 1970; Crookes & Schmidt, 1991; Dornyei, 1998).

However, in both cases, the amount of motivation that an individual learner possesses is the vital. When one inquires about someone's level of proficiency, the answer is often that "I can speak the language fluently." Speaking a language fluently is frequently the ultimate goal to be attained in mastering a language. Despite the fact that the terms "fluency" and "fluently" are regularly used in language pedagogy and language testing as well as in various fields of applied linguistics, there seems to be no consensus concerning what is understood by these concepts Chambers, (1997). Moreover, it is not only the definition of fluency that has been a matter of debate, but its measurement as well see e.g. Koponen and Riggenbach, (2000).

Research investigating what variables motivate listeners' awareness of fluency has also been very poor.

The study of how fluency can be measured in a reliable way is important in several fields. In language testing the candidates' fluency is judged, and by knowing which sequential measures of fluency contribute best to the listeners' frequently perception of fluency and distinguish fluent and non-fluent speakers, more reliable criteria can be developed. This knowledge is also useful in language pedagogy since it can help learners in enhancing their fluency. Establishing reliable measures of fluency is also important for researchers in applied linguistics since fluency of students' oral production is often assessed in a number of studies (e.g. task based language learning research Skehan, 1996; Skehan and Foster, (1997; 1999).

2.5.4 Use Familiar and Motivating Topics

The more familiar and personally relevant a topic is, the easier it is to talk about. Asking students to discuss subjects far removed from their lives, about which they have little knowledge, is a sure to way decrease fluency. When focusing on fluency development in class, choose topics that are relevant and interesting to the learners, such as describing recent events and activities. A list of possible discussion topics (such as pets, hobbies and interests, friends, or family) can also be provided, from which students are free to choose.

2.5.5 Relationship Between Fluency and motivation for Speaking

Positive attitudes to learning foreign languages in primary school in different countries and cultures have been reported by many studies (Nikolov, 1999; Donato,; Butler,2009). The ELLiE project confirmed

children's positive feelings about learning a foreign language in the first years of primary school across seven countries. Further analyses also demonstrated that children with positive attitudes displayed higher levels of lexical diversity in the oral production task Djigunovic & Lopriore, (2011, p. 52). This study investigated the relationship between the participants' feelings about speaking English and the amount of language they produced measured in this study. Learners completed a smiley questionnaire containing questions about their feelings concerning the use of the four language skills and the types of activities in their language classes. Answers were marked on a smiley scale and the questions were presented in the learners' L1.

2.6 Competence and Performance

Chomsky (1965) distinguishes between the notions of *competence* and *performance.* In his definition, *competence* is the intuitive knowledge of rules of grammar and syntax and of how the linguistic system of a language operates, and *performance* is the individual's ability to produce language. As a reaction to Chomsky's somewhat limited definition of competence, Hymes (1972) proposes communicative competence, which is the knowledge and ability that an individual possesses to use and interpret language appropriately in the process of interaction and in relation to social context. Possessing grammatical knowledge alone does not result in successful communication; the knowledge of how to use the forms of the language (i.e. grammar) in a way that is appropriate to the situation or context in the speech community is also important. In Hymes's much quoted formulation, it is a competence: "when to speak, when not, and as to what to talk about with whom, when, where, in what manner"

(Hymes, 1972, p. 277). Similarly, Saville -Troike (1982) defines communicative competence this way:

" Knowing not only the language code, but also what

to say to whom, and how to say it appropriately in any

given situation .It deals with the social and cultural

knowledge speakers are presumed to have to enable

them to use and interpret linguistic forms. (p:22)

Gumperz (1982) describes communicative competence in interactional terms as the knowledge of linguistic-related communicative conventions that a speaker must have to create and sustain conversational cooperation. Both Hymes's and Gumperz's formulations of communicative competence recognize sentence structure and linguistic knowledge as a resource to perform communicative functions in light of appropriateness in context. Through the pragmatics of language use, one could better understand how language is used with its structures and how it is interpreted within a given context.

2.6.1 Communicative Competence

H.G. Widdowson (1989:135) describes the communicative competence. "communicative competence is not a matter of knowing rules for the composition of sentences and being able to employ such rules to assemble expressions from scratch as and when occasion requires. It is much more a matter of knowing .A stock of partially pre-assembled patterns, formulaic frameworks, and a kit of rules, so to speak, and being able to apply the rules to make whatever adjustments are necessary according to contextual demands. Communicative

competence in this view is essentially a matter of adaptation, and rules are not generative but regulative and subservient".

Thus, as Widdowson said, communicative competence is the ability to put language for communicative purposes. The communicative competence considers language as a means used for communication. This competence focuses on the development of four language skills, and on the correlation between the skills.Canale and Swain (1983) considered the term communicative competence as a mediator which refers to the relationship between grammatical competence (the knowledge of the rules of language) and the sociolinguistic competence (the knowledge of the rules of language use).

2.7The Five Stages of Second Language Acquisition

The process of Second Language Acquisition occurs in stages. In order to examine SLA, it is important to look at the five stages of second language acquisition . According to Haynes (2007), the first stage is preproduction and is also referred to as "the silent period" where learners gradually build up their vocabulary to about 500 words without speaking the language but more echoing the language. Then there is the second stage called Early Production and at this stage learners will have around 1000 word vocabulary with the capacity of constructing words in short phrases and memorize and use short language forms although not necessarily correctly (Haynes 2007).

Haynes talks about the third stage, Speech appearance, where learners have acquired around 3000 words and should be able to speak short sentences and simple phrases. By now, learners should be able to engage in conversation and ask simple questions. Also they can understand short stories if they are supported with pictures. The 4th

development stage, Intermediate Fluency, he explains that the learners have an active vocabulary of 6000 words. Also, he adds that students can now form longer and more complex phrases both spoken and written with grammatical errors but demonstrate excellent comprehension. The last developing stage is called Advanced Fluency and as he points out, it takes around 5- 10 years to achieve proficiency in second language acquisition and by now the learners are considered near-native. Indeed, Haynes says that on the surface it might look quite effortless to learn a second language but there are various factors that can have impact on the learning process such as motivation and age.

2.7.1 Age and Second Language Acquisition

The second language acquisition competences among adults seem to differ extensively from the way children acquire their first language. This has led researchers on the path of investigating the development of the Critical Period Hypothesis (CPH). Originally CPH was introduced by Penfield and Roberts in (1959) and was later made popular and discussed further by Lenneberg in (1967). Brown (2007) refers to this hypothesis (CPH) as "a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire" (p. 57). According to him, "Critical point for second language acquisition occurs around puberty, beyond which people seem to be relatively incapable of acquiring a second language"(p. 58).

 Also, this has led to confusion among many who took it for granted that once you reach a certain age level (12-13) you would be considered too late for successful second language acquisition Brown (2002). It is important to investigate if L2 learning capacity declines

over a period. There are rather few studies that thoroughly investigate SLA achievement between old and young language learners. David Singleton (2004) cites Seright (1985), who points out that only few studies that deal with success and age-related issues between young and old learners, show that the younger learners perform better than adult L2 learners.

2.7.2 Age in SLA

The best age for Second language acquisition seems to be connected with the amount input or exposure to the target language. Scholars are still struggling to understand adequately what effect of age has on the language learner when the exposure to the target language is not enough. Munoz (2010) argues that the amount and the quality of the language input is extremely important to young learners at the early stages of second language learning. She presents results that compare younger and older language learners and declares that young learners consistently show better language results than those who start SLA later on in life as adults. Similarly, she declares that those results provide positive support for the Critical Period Hypothesis (CPH) and indicate what has been discussed earlier about the existence of certain age stage and incomplete language acquisition.

According to Larson-Hall (2008), most studies on the critical period seems to favour the theory that "the younger, the better". However those studies have been conducted when learners were active participants and culturally involved in the target country. The participants were actively exposed to the target language on daily basis and received great amount of exposure to the target language outside of the classroom. Researchers agree on the importance of the amount

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of exposure regarding the critical age of SLA because there is no guarantee of "the younger the better" when the exposure is minimal.

2.8Previous Studies

1-Juhana (2012) Indonesia Open University, entitled "Psychological Factors that Hinder Students from Speaking in English Class". The tool for collecting data was a questionnaire administered to a teachers of English. It stated that students have psychological factors such as anxiety, self-confidence and motivation that hinder them from practicing their speaking in English class. To turn to the possible solutions to overcome the psychological factors that hinder students from speaking, the students believed that motivating them to be more confident to speak is worth considering. In this sense, motivating students to speak in English, to some extent, encourages them to actively participate in speaking in the class. All these suggest the importance of creating a supporting atmosphere of learning in the classroom.

2-Al Nakhalah (2016) Al Quds Open University-Palestine /Gaza , entitled "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University". The tool for collecting data an interview. The researcher used the experimental method. The relevant questions of the study ,what are the difficulties and problems that face the students of English at Al Quds Open University in speaking skills? what are the suitable solutions? .The researcher computed means, standard deviation and relative weight of the scores of the study sample on each domain and total degree of speaking English language skill .The results showed and indicated there some difficulties in the speaking of the students due to some reasons such as fear of mistake , shyness, anxiety

and lack of confidence. The researcher adopted some recommendations the most important one is to establish an environment support and encourage the students to speak English frequently, and he suggested carrying out more researches and studies regarding speaking difficulties encountered by English language students.

3-Riasati *(2012)* Islamic Azad University, Shiraz, Iran, entitled " EFL Learners' Perception of Factors Influencing Willingness to Speak English in Language Classrooms". The tool was semi-structured interviews were conducted with seven language learners . The researcher used qualitative method . Results of the study as : teachers should provide students with such topics in order to encourage them to speak . To do this, teachers need to know their students' area of interest . Study revealed a number of factors that contribute to willingness to speak in language classrooms. Recommendation learners need to know that the only way to learn a second/foreign language is through practice . Learners   practice their language and the more they expose themselves to the target language, the greater will be their chance of success in learning the language.

4-Uztosun&Erten (2014) Journal of Language and Linguistic Studies, entitled "The impact of English proficiency on the use of communication strategies: An interaction-based study in Turkish EFL" methodology was used in which 17 pairs at different proficiency levels were asked to negotiate on two short movies and stimulated-recall the tool was implemented interviews. The relevant questions in this study also attempts to portray strategy repertoires of Turkish EFL learners and seeks for answers to the following research questions: 1. Which CSs are used more frequently by Turkish EFL learners ? 2. What is

the difference between high and low proficient learners in CS use? . The results of this study Kruskal-Wallis test illustrated that participants use particular strategies such as 'use of fillers', 'self-repair', and 'self-repetition'. Proficiency level was not found as a factor influencing learners' strategy choice but significant differences were found in three strategies: 'message reduction', 'topic avoidance', and 'mime'. The Study recommend these findings allow for generating implications for issues to consider in designing classes.

5-Al-Nasser (2015) College of Science and Arts, Methnab, Qassim University, Saudi Arabia , entitled " Problems of English Language Acquisition in Saudi Arabia: An Exploratory-cum-remedial Study" .The study had the following objectives: 1. To find out the present status of English learning in schools in Saudi Arabia; 2. To find out the difficulties faced by the Saudi students in learning English language; m the methodology of this study primary data was collected based on direct interviews .The results , they suggested that modern teaching methods and electronic devices should be used for teaching English language for better understanding, learning with least intervention of the teacher and promoting interest for the language. They were specific when they mentioned that teaching should be done using online games, watching movies and social communication programs. The study provides some recommendations to introduce English from the early stages , ensure and concentrate on quality not quantity, and attention should be paid to evaluation not examination.

6- Abdalla (2015) Sudan University of Science and Technology , entitled "Problems of Teaching and Learning Spoken English in Sudan "The data was statistically analyzed by the SPSS program. The tool

was used a questionnaire .The relevant questions why do many learners fail to speak English easily and fluently? What are the problems? Why do good learners fail in this area? .The findings of this study indicate that there are major problems that hinder Sudanese students from speaking English. Among these are low income of most learners; lack of the target language environment; under-qualified teachers; inappropriate teaching materials; improper teaching methods; and some psychological factors that hinder students when they speak such as lack of motivation. The study provides some recommendations to tackle these problems and enhance the processes of teaching and learning spoken English in Sudan. These are concerned with developing materials, teachers and learners through steps taken by the educational authorities.

7-Abdellah (2011) University of Khartoum ,entitled "Sudanese EFL Learners' Oral Communication Problems " . The data collecting for this study through two instruments the interview and classroom observation . The relevant questions of the study, what are the problems that face the Sudanese EFL learners, when they communicate orally in English? what are the best solutions, suggestions and strategies that the Sudanese EFL learners have to adopt to overcome these problems? .His research findings have shown that the main problems that face Sudanese EFL learners in oral communication are problems of pronunciation, weakness of speaking skills, difficulty in communication, and lack of fluency .
The findings have also revealed that most of the subjects think that the main causes of Sudanese EFL learners' oral communication problems are: lack of practice speaking in English, the negative effect of the

Arabic environment, the shyness of students to speak in English, shortage of native English language teachers in Sudan and the influence of mother tongue. Some methods of teaching English are not suitable for developing the oral skills of the students, and most of the textbooks do not have enough oral activities.

In addition, the results have shown that the strategies that Sudanese EFL learners have to adopt to overcome these problems and develop their oral communication skills are: more Practice of speaking English, more reading and listening to English texts .The study mainly recommended that: Sudanese EFL learners have to do more practice speaking and listening to English language inside and outside the lecture- room in order to improve their oral communication skills.

8- Tanveer (2007) University of Glasgow , Scotland,   entitled "Investigation of the Factors that cause language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence it casts on Communication in the target Language". The tool for the data collection was an interview administered to students and teachers. The relevant question, what are the socio cultural factors that cause language anxiety for ESL /EFL learners in speaking English language?.The main finding is that the most anxiety provoking skill in L2/FL (English) learning is the speaking skill. Almost all research subjects acknowledged that people feel anxious and nervous while speaking English in front of others as a result of lack of self-confidence. In addition, some EFL learners even expressed that they feel "stupid" when they cannot speak English well and others explained that they try to skip or escape the situation, which demands speaking in front of others, either in the classroom or outside of the classroom. This study recommends that, encouraging students to feel

successful in using English and teachers should avoid setting up activities that enhance the chances for them to fail .

9- Mai **(2015)** ,University of Thu Dau Mot, Vietnam , entitled "Factors Affecting Students' Speaking Performance at Le Thanh Hien   High School" . The tools for the data collection were questionnaires and class observation. The researcher used quantitative method . The relevant questions ,1. What are the problems that the students at Le Thanh Hien High School encounter when they learn to speak English? 2. What are the factors that affect their speaking performance? .The results of the study indicate that the students faced many problems such as (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discuss in groups or in pairs; (4) their participation was low or uneven; (5) they did not have motivation to express themselves. This study Recommends that , teachers should first improve the performance conditions by giving their students time to prepare for a speaking task, teaching the students how to use mind map to generate ideas and giving students enough time to perform their tasks. Secondly, they should help their students overcome inhibition and shyness by having friendly, helpful and cooperative behaviors to make students feel comfortable when speaking in the class, reminding students not to worry about making mistakes and giving them clear instructions and sufficient guidance.

10-Al Hosni **(2015)** , Ministry of Education. Oman, entitled "Speaking Difficulties Encountered by Young EFL Learners" .The tools were used for collecting data observations ,interviews, and curriculum analysis. The

researcher used qualitative method. This study was designed to address the following two main questions: 1. What are the main speaking difficulties encountered by grade 5 students in basic education schools in Oman? 2. What are the factors that contribute to the existence of these speaking difficulties?. This study revealed that students are unable to speak in English because they lack the necessary vocabulary items and grammar structures. They also lack sentence formation skills, which result in using the mother tongue. Students also think of making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to avoid such situations. The study mainly recommended that all English teachers, English supervisors, school administrators, and staff of the Ministry of Education should work together assessment tool designers and curriculum designers should work cooperatively in order to reach an alignment between what is introduced in the textbooks and how it should be assessed.

There are similarities between this study and the previous studies reported above. First, all researchers most of them from the same environment of Arab countries consider factors related to learning English as a foreign language or second language. Second, some factors are common between most of the previous studies and the current one such as the factor of communication or speaking skill in general. Besides that, most previous studies and current study used a questionnaire as a tool to carry out the study.

On the other hand, this study differs from the previous studies considered above in that it focuses on certain factors related to oral fluency such as

self-confidence and aptitude , lack of motivation and using the phrases .
A factor like lexical phrases of English can have more impact on
speaking than on comprehension of reading texts, for instance. Moreover,
different samples were used.

2.9 Summary

Developing and prompting the oral fluency skill among university
learners' is important in several ways. Most English learners' are not able
to express themselves orally, because they have problems in speaking
skill. Yet, the researcher found that misunderstanding between the
learners of English and their teachers. This has clearly been shown in the
previous literature. So, teachers should be provided with the most suitable
strategies and activities in order to develop their oral fluency skill . The
process of speaking English language is affected by many factors.
Referring to the aim of the study, the researcher has concluded that
university learners' have problems in oral fluency skill that hinder them
when they are communicating or practicing speaking, such as teaching
techniques, missing of speaking activities, discussion, topics for debates
,lack of self-confidence, lack of motivation . It can be seen as the most
important factors are interrelated and all of learners lead to failure
especially when they want to express themselves in oral situations.

CHAPTER THREE

Research Methodology

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Research Methodology

3.1 Introduction:

This chapter is concerned with the methods and procedures used for the findings. This chapter consists of the research methods applied in this study; it includes: Introduction, the population and sample size, instruments of data collection, procedure and reliability and validity of instruments .

3.2 Population and Sample Size

The population, targeted is EFL learners in two Sudanese Universities (Gezira and Gedarif) and English language teachers at university level.

The samples of the study were chosen from English language learners among under graduated ELF learners from University of Gedarif , faculty of Education and University of Gezira faculty of Arts and human sciences and faculty of educational sciences . The total number of male and female participants was 300. Their age range was between 20 and22, with the average of 21.77. Nearly all participants had already received an average of ten years of formal English instruction in institutes , school and universities. The participants were English Language learners , whom were selected from batch 39,38and 37 randomly . Also the second sample was chosen from Sudanese Universities(Khartoum University ,Sudan University of Sciences and Technology, Gezira University, Neelain University, Omdurman Islamic University ,Africa International University ,Sudan

International University , Future University and Gedarif University) they are specialized in English language . The total of sample number was 100 teachers .

3.3 Instruments of Data Collection

Three instruments were used by the researcher to collect data of this study : A test for the students , students views and a questionnaire for the teachers .

3.1 The Test

The researcher used the oral test to assess learners' oral fluency. The results were then compared between the two groups. The researcher divided his students in two groups 50 /50 Students .The researcher taught his groups through different ways the first group through traditional method which focus on reading and writing and neglected the productive skill . On the other hand ,the researcher taught the second group through modernize techniques.

3.2 Students' Views

This tool is designed for collecting students' views to show which strategies their teachers used in side lecture room.

3.3 Questionnaire

The researcher used a questionnaire for collecting data . The questionnaire was administered to some teacher during their free time to see whether they used communicative activities inside the classroom or not.

4. Procedure

A pilot study was conducted prior to the main study to determine the practical feasibility of the inquiry and to ensure clarity of the students

views and oral test . In the main study, participants first signed a consent form confirming their willingness to participate. The researcher provided the participants with detailed instructions about the tasks in their L2. The instruments were administered individually and each participant was asked to complete the questions . The students views, composed of 20 items. The questions were written in standard English using comprehensible words and structure so that the participants could easily read and comprehend them where as the Oral test focused on rating the oral fluency of learners and was consisted of four parts .The researcher divided them into two groups for assess them through same test. On the other hand ,the teachers questionnaire consisted of 20 statements focused on the impact of teaching, construct and status of general information about many strategies of oral fluency on EFL learners classroom .The questionnaire was administered to teacher during their free to see whether they used communicative activities inside the classroom or not .

5. Reliability and Validity of Instruments

For the reliability of the test, the study used the split- half method: A measure of consistency where the test is split in two and the score of each half of the test was compared with one another. The test was distributed to (100) students . The coefficient correlation formula was used to calculate the correlation:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

The reliability of the test :

Correlation = 0.77

R: 0.87

N: 20

X: 5

Y: 2

$\sum$:100

R= 2*r/1+R

$$R = \frac{x2r}{1 + R} = \frac{2(0.771659)}{1 + 0.771659} = 0.871114$$

The analysis shows that there was strong positive correlation between the answers given to the items asked:

PsQ. =087%

Test was implemented among the targeted sample of the students that to reflect performance, ideas concepts and decisions .To measure the researcher concentrated on the test which gives the same results if reapplied on the same group or other relevant group .The oral test, students views and the questionnaire were validated by the jury of seven associate professors specializes in English language(see Appendix D). They based their comments on the following criteria: (i) The clarity of the items, instructions and the statements.(ii) The simplicity of the items, and how they related to the subject.(iii) The language used

Options are provided especially for sample, an aptitude for asking good questions and listening carefully to the advice given by the jury and the open dialogue shared with some of them with researcher's willingness.

CHAPTER FOUR

Data Analysis and Discussion

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Data Analysis and Discussion

4- 0 Introduction

This chapter introduces and describes data analysis. For the presentation of the results which the researcher used SPSS percentages, tables and figures for more explanation.

4- 1 The Analysis of Students' Views Questions

Table (4.1) Neglecting the Speaking skill in the classroom.

Valid	Frequency	Percent
True	109	54.5
False	91	45.5
Total	200	100
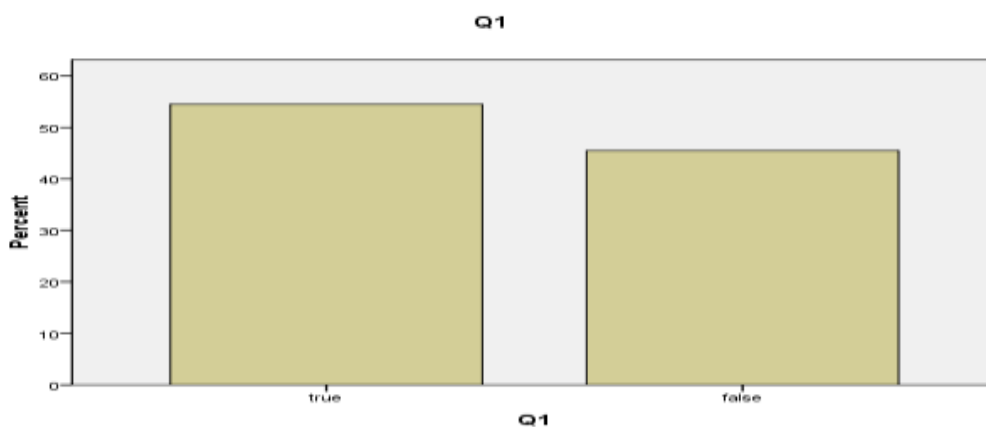
Figure (4.1) Neglecting the Speaking skill in the classroom.

In the table (4.1) (109) students (54.5%) answered by admitting the neglecance of their teachers of the speaking skill in the classroom, whereas (91) (45.5%) answered its false. According to students views in figure(4.1) showed that teachers neglecting speaking skill in side classroom.

Table (4. 2) Listening more to acquire speaking skills quickly.

Valid	Frequency	Percent
True	142	71.0
False	58	29.0
Total	200	100

Q2
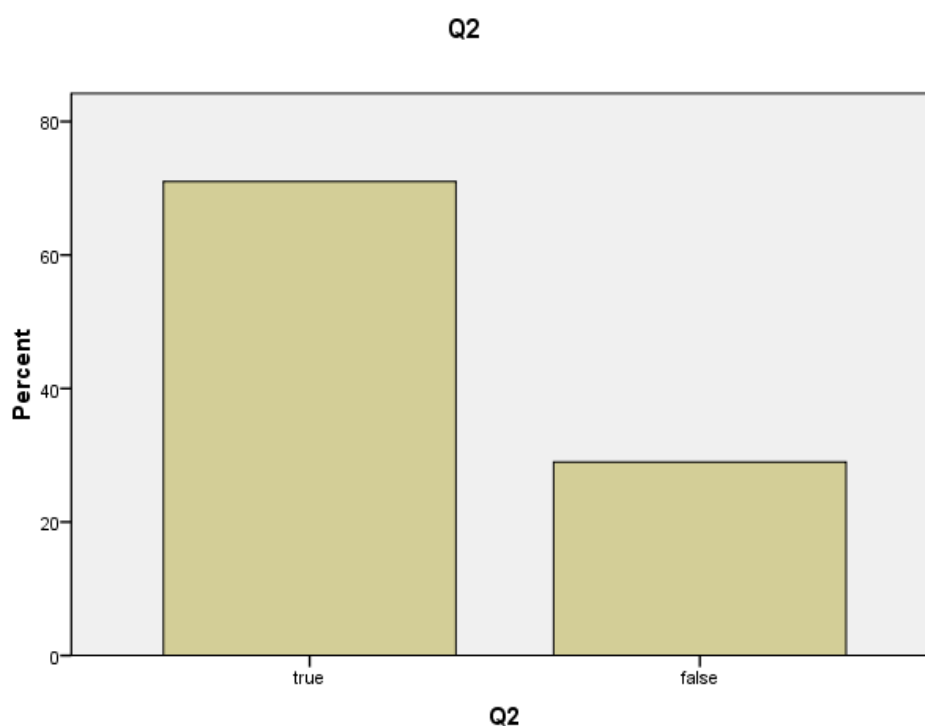
Figure (4. 2) Listening more to acquire speaking skills quickly.

As seen in the table (4.2) (142) (71.0 %) answered that listening more will lead to acquiring speaking skills quickly ,whereas (58) (29.0%) rejected the idea of the sentence . According to the figure (4.2) most students views indicated to listening more to acquire speaking skills quickly.

Table (4.3) Needing a good level of communicative competence to maintain the real conversations average .

Valid	Frequency	Percent
True	128	64.0
False	72	36.0
Total	200	100
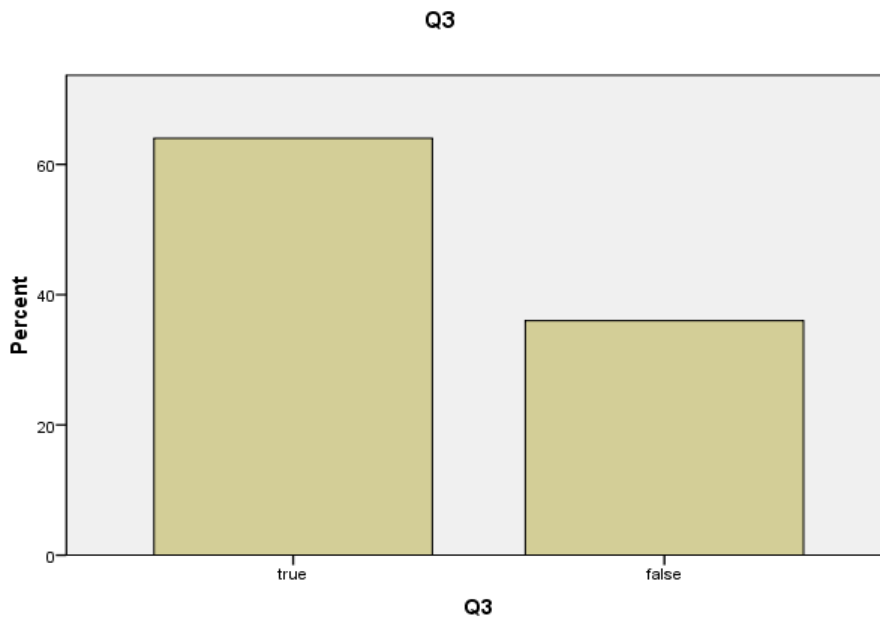
Figure (4.3) Needing a good level of communicative competence to maintain the real conversations average .

Table (4.3) shows that (128) (64.0%) confirmed that the existence of a need for a good level of communicative competence to maintain the real conversations average, whereas(72) (36.0%) choose answer "false". According to students views in figure(4.3) they are needing a good level of communicative competence to maintain the real conversations average .

Table (4-4) Listening more to be a good speaker .

Valid	Frequency	Percent
True	182	91.0
False	18	9.0
Total	200	100

Q4
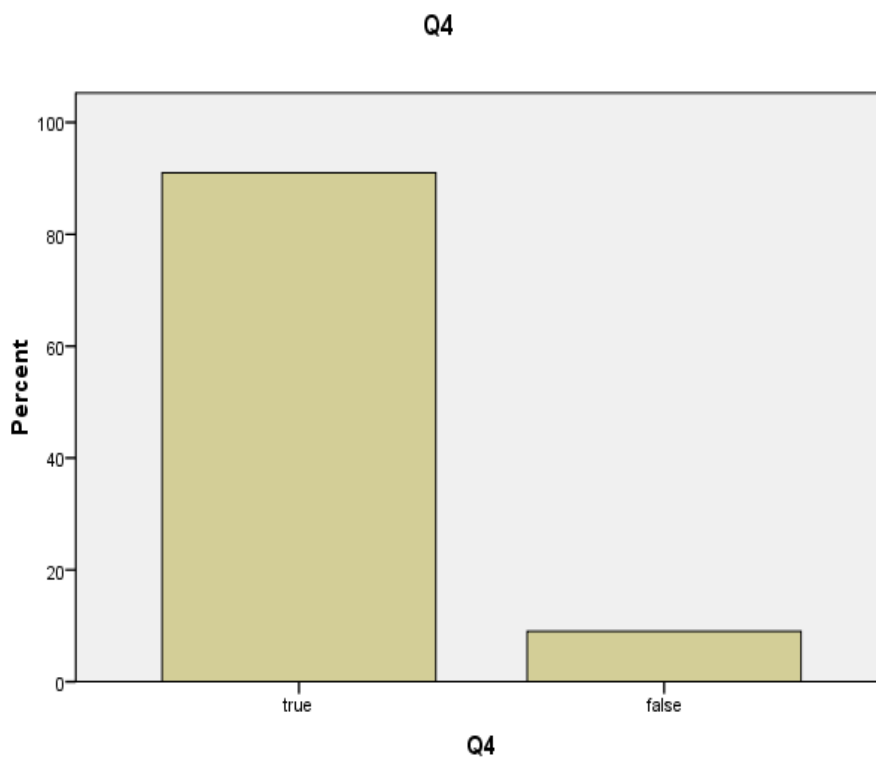
Figure (4.4) Listening more to be a good speaker .

According to the table (4.4) (182) (91.0%) supported the idea that listening more will lead to being a good speaker ,whereas (18) (9.0%) answered false. As seen in figure (4.4) most students views supported that listening more to be a good speaker .

Table (4.5) Practicing my speaking fluency regularly through

different activities .

Valid	Frequency	Percent
True	155	77.5
False	45	22.5
Total	200	100

Q5
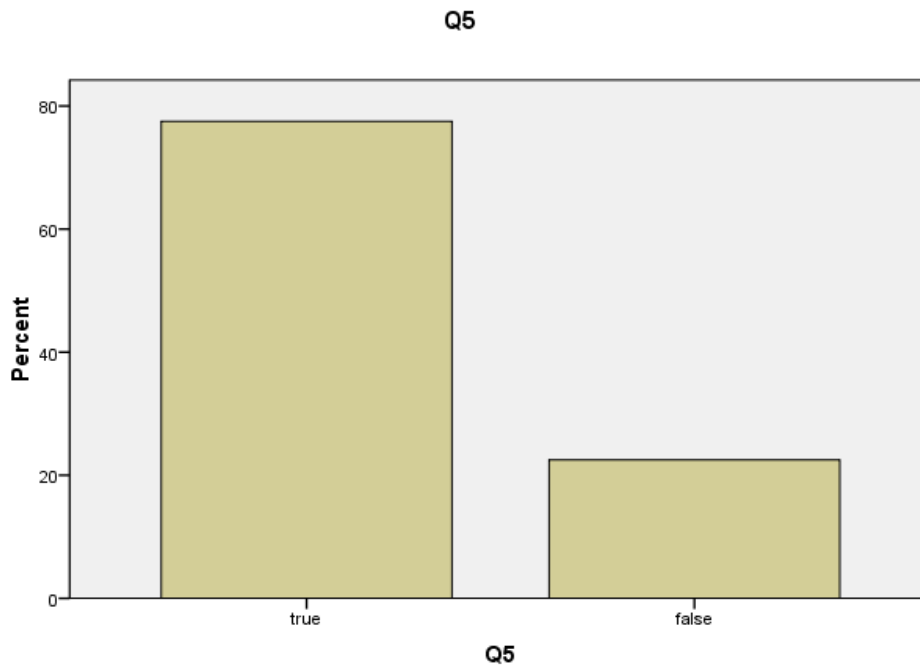
Figure (4.5) Practicing my speaking fluency regularly through

different activities .

Table (4.5) shows that (155) (77.5%) supported that truth of increasing speaking fluency through different actives ,whereas(45)(22.5%) answered it is false. As seen in the figure (4.5) most students views agreed that Practicing their speaking fluency regularly through different activities .

Table (4.6) Preferring   listening to BBC to speaking.

Valid	Frequency	Percent
Yes I do	137	68.5
No I don't	63	31.5
Total	200	100
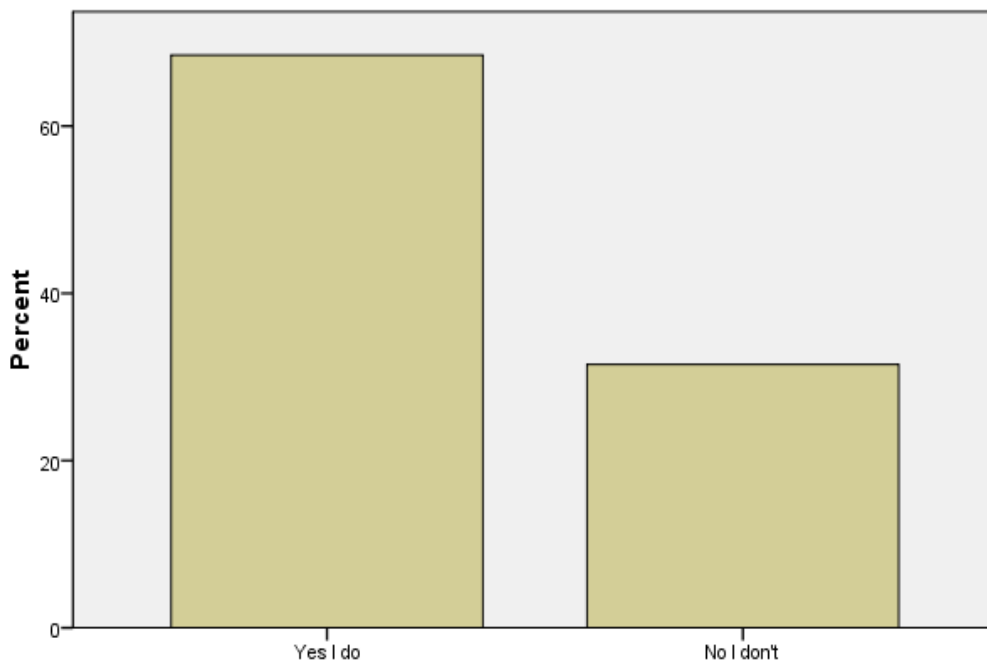
Q6

Figure (4.6) Preferring   listening to BBC to speaking

Table (5.6) shows that (137) (68.5%) admitted their preference to listening to BBC by choosing (yes) ,while (63) (31.5%) denied their preference to the same act. According to students views in the figure(4.6) majority of them preferring   listening to BBC to speaking.

Table (4.7) Understanding to what your teacher said depend on

oral fluency skills.

Valid	Frequency	Percent
Yes it's	160	80.0
No it isn't	40	20.0
Total	200	100
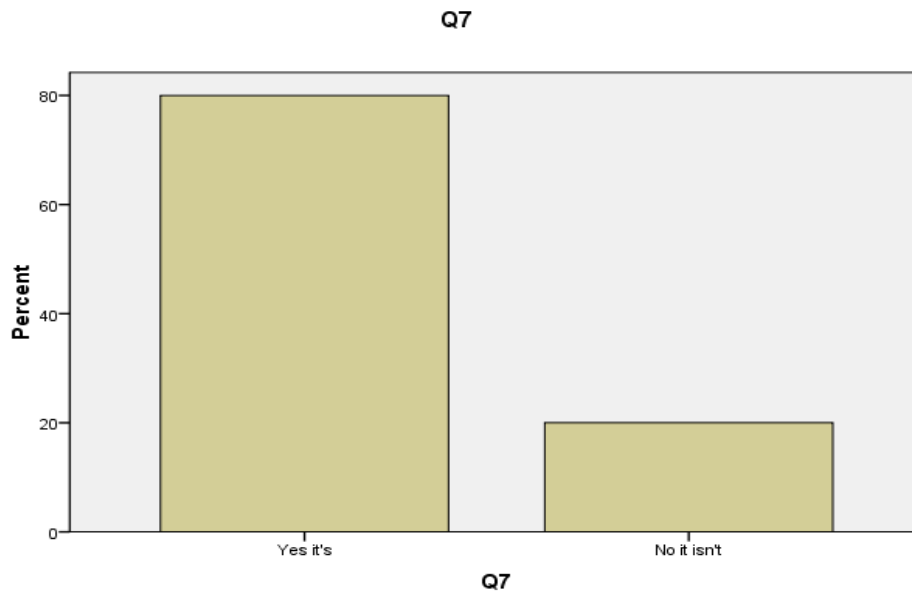
Figure (4.7) Understanding to what your teacher said depend on

oral fluency skill.

According to the table (4.7) (160) (80.0%) admitted that understanding to what their teachers say depends on their oral fluency skill ,whereas (40) (20.0%) rejected the data by choosing option (No). As seen in the figure (4.7) most students views supported that understanding to what your teacher said depend on oral fluency skills.

Table (4.8) Using communicative method to develop my listening

and oral fluency skills

Valid	Frequency	Percent
Yes it's	156	78.0
No it isn't	44	22.0
Total	200	100
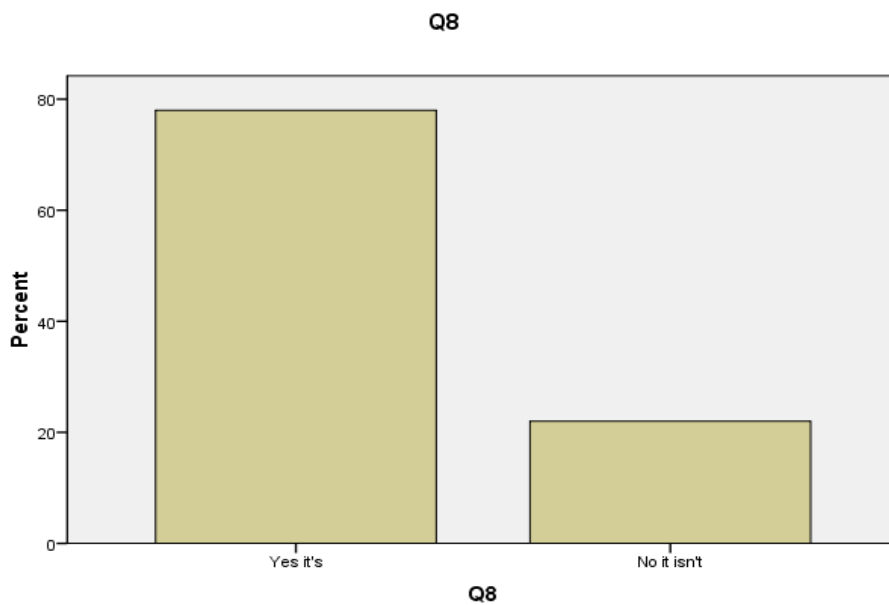
Figure (4.8) Using communicative method to develop my listening

and oral fluency skills

As shown in the table (4.8) (156) (78.0%) confirmed   that using communicative method will develop their listening and oral fluency skills ,whereas (44) 22.0% were refused the idea by choosing the option (No). According to students views in figure (4.8) confirmed that using   communicative method to develop their listening and oral fluency skills.

Table (4.9) Using pair and group work to improve my listening

and oral fluency skills.

Valid	Frequency	Percent
Yes	158	79.0
No	42	21.0
Total	200	100

Q9
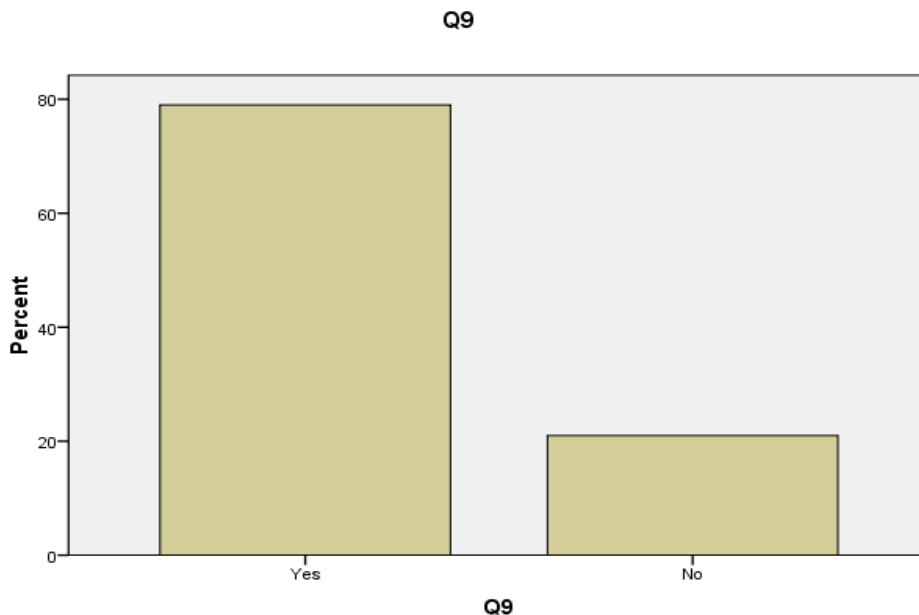
Figure (4.9) Using pair and group work to improve my listening

and oral fluency skills.

As seen in the table(4.9) (158) from students (79.0%) confirmed that using   pair and group work will improve their listening and oral fluency skills ,while the rest of them (42) (21.0%) said No. As shown in figure (4.9) most of students views supported that   using pair and group work to improve their listening and oral fluency skills.

Table (4.10) Acquiring correct pronunciation form listening to news.

Valid	Frequency	Percent
Yes it's	144	72.0
No it isn't	46	28.0
Total	200	100

Q10
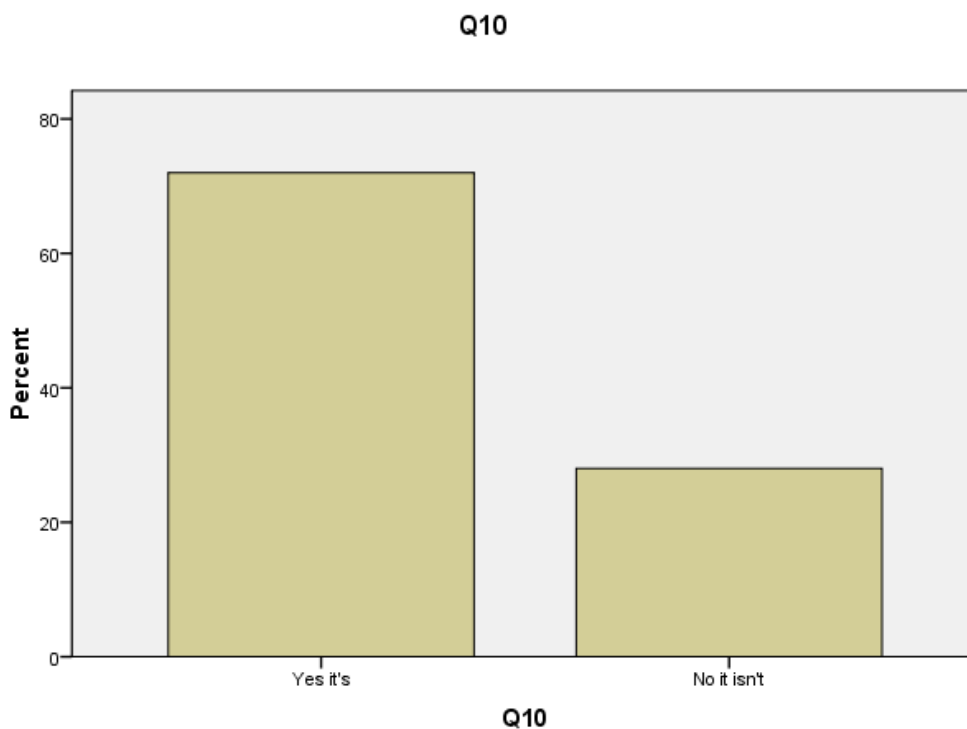
Figure (4.10) Acquiring correct pronunciation form listening to news.

The table (4.10) shows that (144) (72.0%)supported the idea at acquiring correct pronunciation form listening to news ,whereas (46)28. % didn't . Majority of students views in the figure (4.10) indicated that acquiring correct pronunciation form listening to news.

Table (4.11) Feeling ashamed hinder using the English language.

Valid	Frequency	Percent
A	37	18.5
B	48	24.0
C	115	57.5
Total	200	100
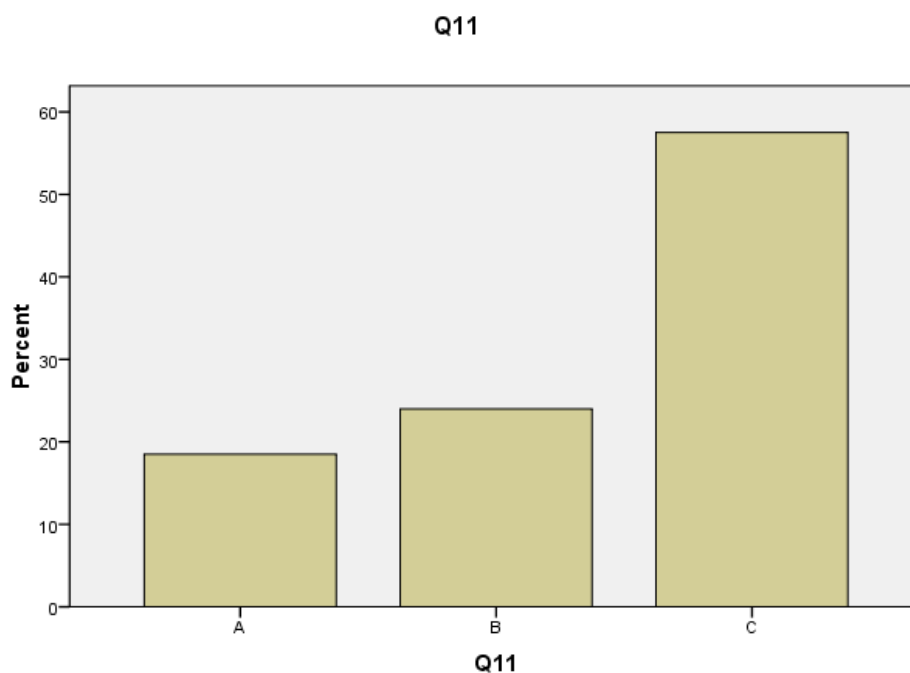
Figure (4.11) Feeling ashamed hinder using the English language.

As in the table (4.11) (37) (18.5%) do not feel ashamed of using the English language outside the classroom and (48) (24.0%) don't feel shame from using English language inside the classroom ,while (115) 57.5% don't feel shame in using English neither inside or outside the classroom. According to figure (4.11) most students views supported that feeling a shamed hinder using the English language.

Table (4.12) Participating of English in societies is not satisfying.

Valid	Frequency	Percent
A	52	26.0
B	88	44.0
C	60	30.0
Total	200	100
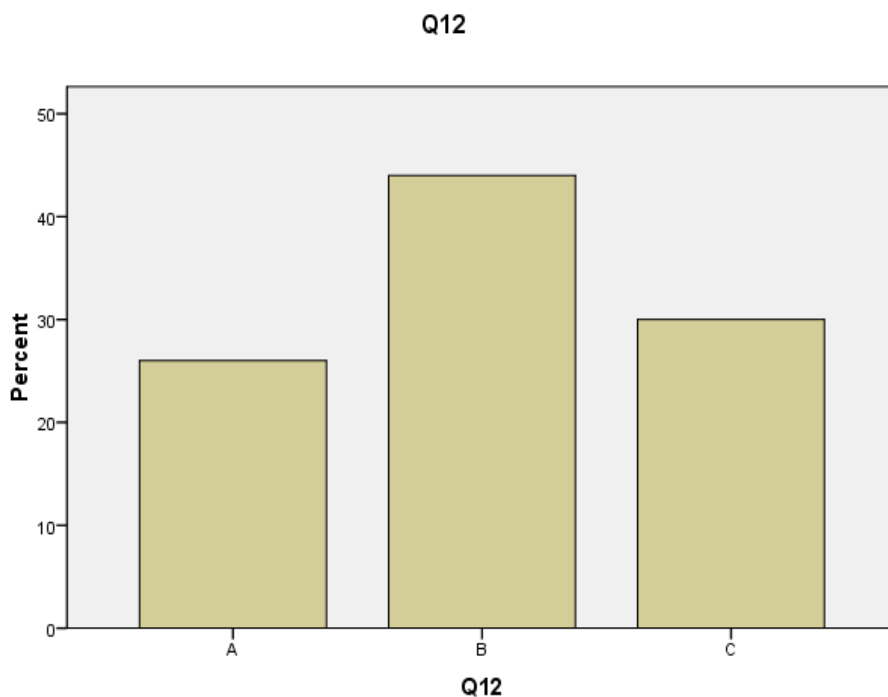
Figure (4.12) Participating of   English in societies is not satisfying .

According to the table (4.12) (52)(26.0 %) answered   their participation of English in societies very satisfying ,while another group (88) (44.0%) admitted satisfaction but not (very) ,while a third (60) (30.%) rejected the idea of satisfaction form participation in English societies in satisfying .As seen in the figure (4.12) students views showed that Participating of   English in societies is not satisfying .

Table (4.13) Integrating my culture in the classroom helps to

enhance motivation.

Valid	Frequency	Percent
A	40	20.0
B	50	25.0
C	110	55.0
Total	200	100
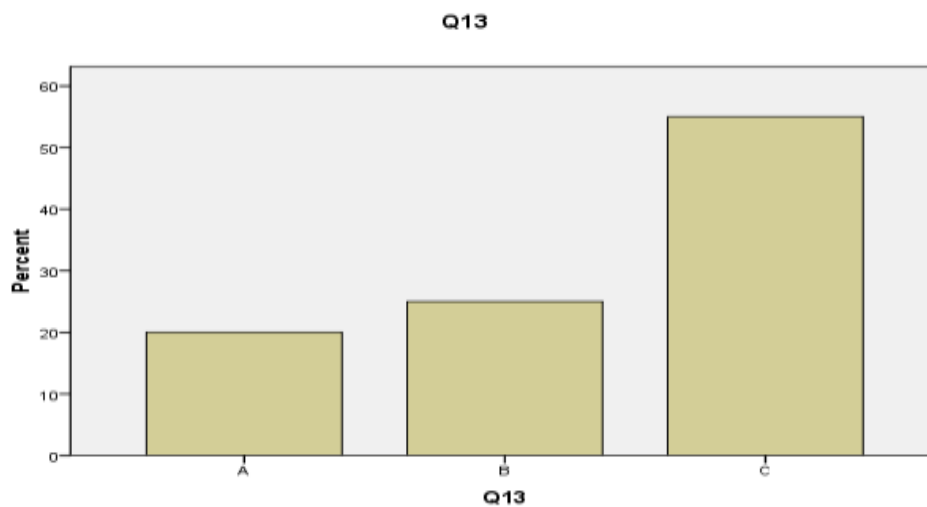
Figure (4.13) Integrating my culture in the classroom helps

to enhance motivation

The table (4.13) shows that (40) sample members (20.0%) confirmed that Integrating their culture in the classroom helps enhancing motivation ,while (50) (25.0%) believe that the integration of culture improves their fluency skill, while the majority (110) (55.5%) supported the idea that integrating culture helps both enhancing the motivation and improving the oral fluency skills . In the figure (4.13) most students views confirmed that Integrating   my culture in the classroom helps to enhance motivation.

Table (4.14) Listening to the English culture improves my communicative competence.

Valid	Frequency	Percent
A	43	21.5
B	60	30.0
C	97	48.5
Total	200	100
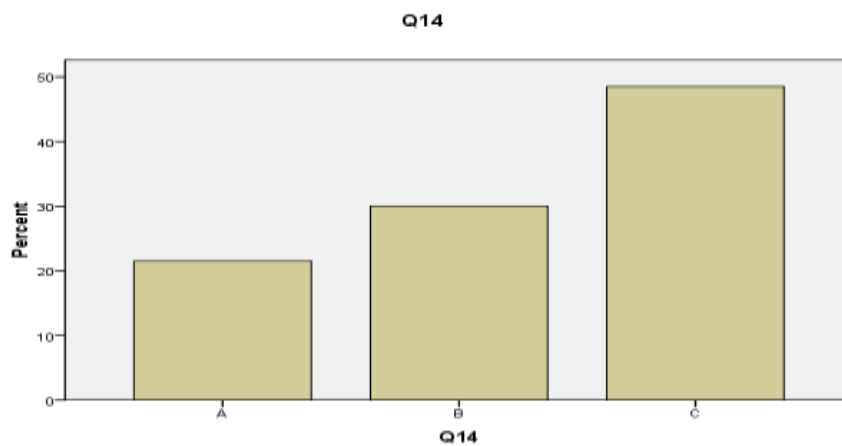
Figure (4.14) Listening to the English culture improves my communicative competence.

As seen in table (4.14) (43) (21.5 %) responded by choosing option (A) which confirms that listening to the English culture improves their communicative competence ,while (60) (30.0%) of the sample preferred option were answered and the rest (97) (48.5) agreed that listening to the English culture improves their communicative competence and understanding native culture option (c) in the tool .Most students views agreed that listening to the English culture improves their communicative competence.

Table (4.15) Acquiring cultural knowledge through watching films.

Valid	Frequency	Percent
A	51	25.5
B	84	42.0
C	65	32.5
Total	200	100
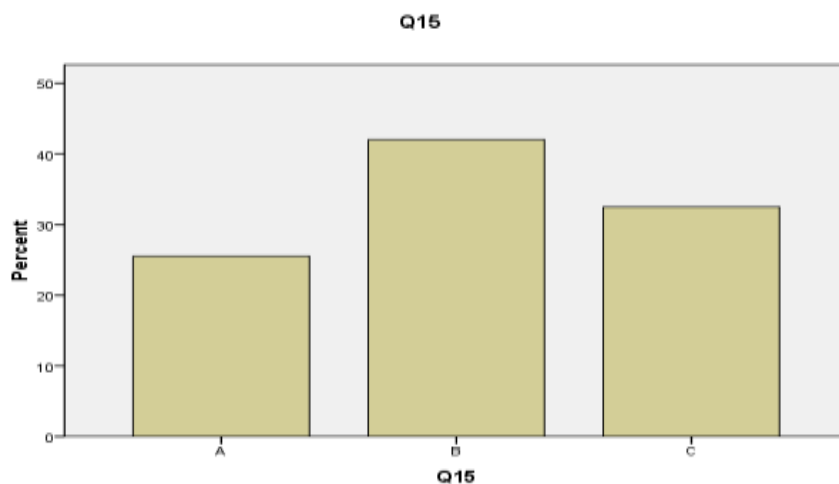
Figure (4.15) Acquiring cultural knowledge through watching films.

According to the table (4.15) (51) (25.5 %) believed that knowledge is acquired by benefiting from the tools used in the classroom ,while (84) (42.0%) think it is acquired through watching foreign language films videos .The rest (65) (32.5%) supported acquiring cultural knowledge through chatting directly with native speaker online communication . In figure (4.15) half numbers of students views showed that acquiring cultural knowledge through watching films.

Table (4.16) Giving oral activities in the lecture room.

Valid	Frequency	Percent
Always	134	67.0
Usually	33	16.5
Sometimes	16	8.0
Rarely	7	3.5
Never	10	5.0
Total	200	100
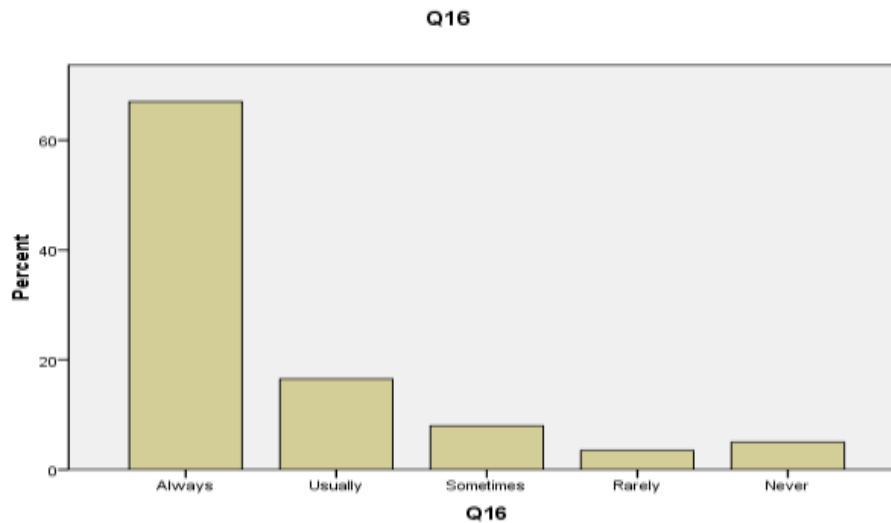
Figure (4.16) Giving oral activities in the lecture room.

As seen in the data of item in table (4.16) (16) ,(134) (67.0%) of the sample agree that their teacher (always) gives them oral activities in the lecture room ,while (33) (16.0 %) students think lecture room occurs (usually) , (16) (8.0%) believe it happens only sometimes (7)(3.5%) say it (rarely) happen while the rest (10) (5.0 %) say it (never) happens. According to figure (4.16) most students views agreed that their teachers giving them oral activities in the lecture room.

Table (4.17) Asking the class yes/no questions.

Valid	Frequency	Percent
Always	107	53.5
Usually	33	16.5
Sometimes	44	22.0
Rarely	5	2.5
Never	11	5.5
Total	200	100
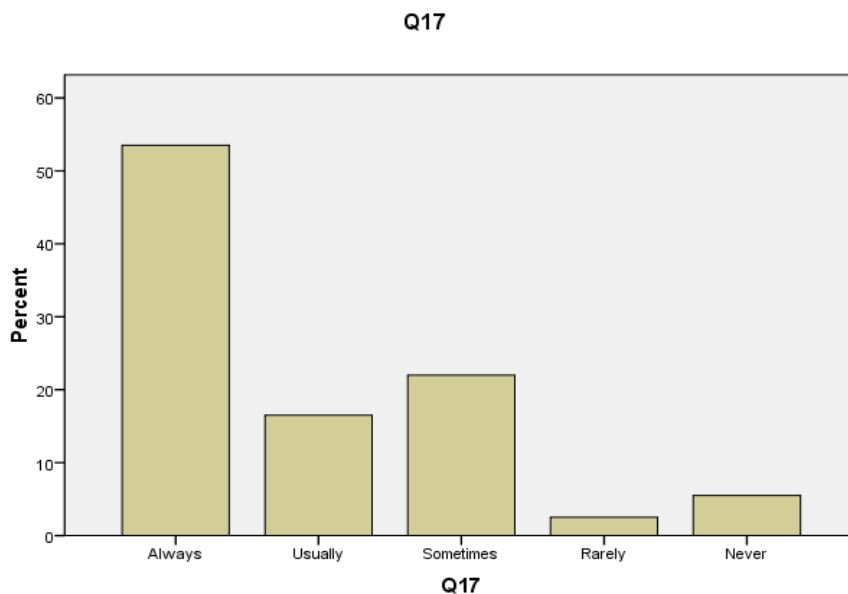
Figure (4.17) Asking the class yes/no questions.

It is clear from the table (4.17) shows that (107) (53.5%) of students'
see that their teachers (always) asks the class Yes / No questions . (33)
students (16.5 %) answered   it is not (always) a third group
44(22.0%) said making Yes/ No questions happens only (sometimes)
,while a fourth group said the Yes/ No questions are(rarely) asking
,while students(5) (2.5%) said Yes / No questions and 11 (5.5 %)
students (never) asked. In figure (4.17) more than half of students
views said their teachers asking the lecture room yes/no questions.

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Table (4.18)Using many phrases in his talking .

Valid	Frequency	Percent
Always	62	31.0
Usually	79	39.5
Sometimes	37	18.5
Rarely	12	6.0
Never	10	5.0
Total	200	100
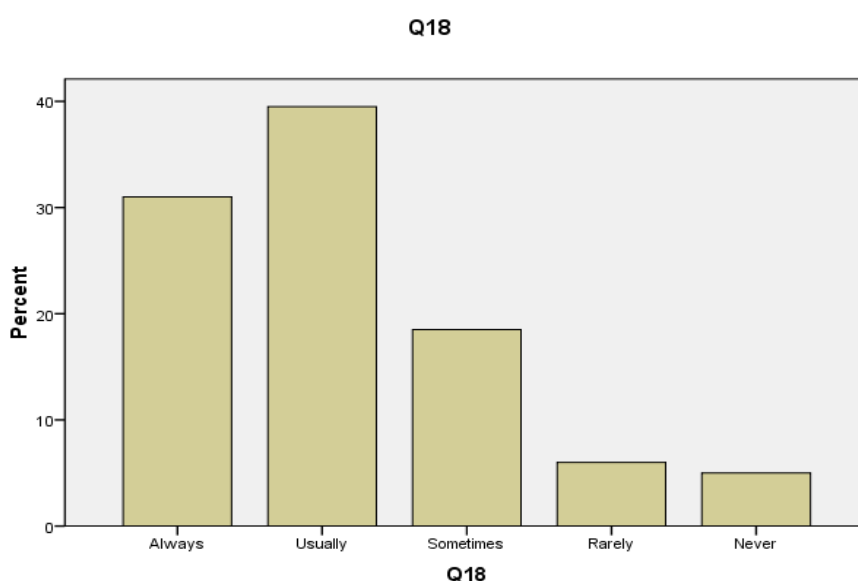
Figure (4.18) Using many phrases in his talking.

In the table (4.18) regarding the usage of many phrases by the English language teachers (62) students (31.0 %) confirmed that it happens (always) ,while the majority (79) (39.5%) said it happens (usually) and (37) (18.5%) said the usage of many phrases on talking happens only (sometimes) .The rest assessed the usage of many phrases in talking either as rarely (12) (6.0%) or   (never) happens (10) (5.0 %). In the figure (4.18) less than half of students views agreed that their teachers using many phrases in their talking .

Table (4.19)Using audio and visual aids when lecturing.

Valid	Frequency	Percent
Always	53	26.5
Usually	40	20.0
Sometimes	57	28.5
Rarely	18	9.5
Never	32	16.0
Total	200	100
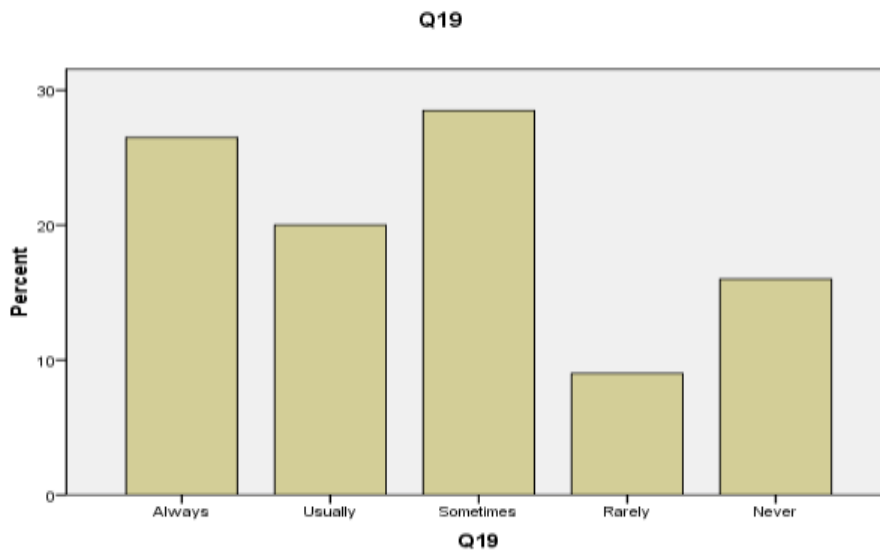
Figure (4.19) Using audio and visual aids when lecturing.

Table (4.19) regarding audio and visual aids when lecturing (53) students(26.5%) confirmed that it (always) happens ,while (40) (20.0%) said it happens (usually) .The majority (57) (28.5%) assessed the usage of   audio and visual aids (sometimes) ,while (18) students (9.5%) said it (rarely) the rest (32) (16%) denied the happening at all by choosing the option (Never). According to students views more than half from their teachers   using   audio and visual aids when lecturing.

Table (4.20) My teacher is a native speaker of English.

Valid	Frequency	Percent
Always	0	0.0
Usually	1	0.5
Sometimes	2	1.0
Rarely	13	6.5
Never	184	91.5
Total	200	100
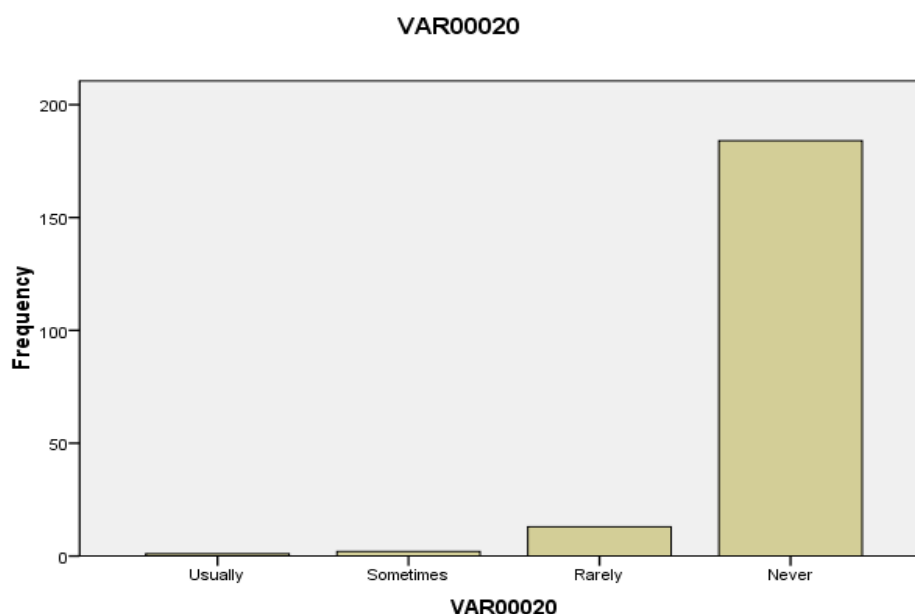
Figure (4.20) My teacher is a native speaker of English.

In the table (4.20) shows that (1) student(.5%) see that his teacher (usually) is a native speaker,(2) students (1.0 %) said their teacher is (sometimes) a third group (13) (6.5.0%) said their teacher is native (rarely),while the rest 184 (91.5 %) of students said (never). As seen in figure (4.20) most of students views said that their teacher is not a native speaker of English.

4- 2 The Analysis of the Oral Test Questions

Table (4.2.1) General conversation

Grade	Frequency	Percent
D-	23	23%
C-	23	23%
C	22	22%
B-	2	2%
B	28	28%
A-	2	2%
Total	100	100%
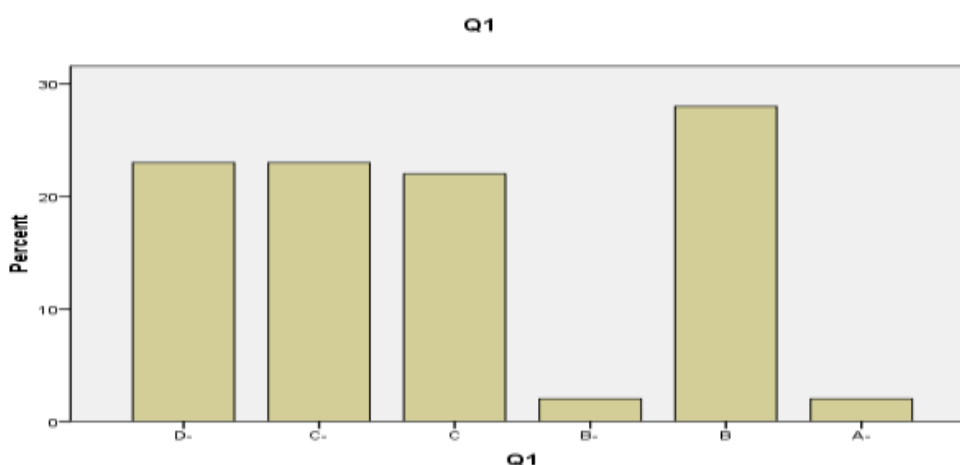
Figure(4.2.1) General conversation

As seen in the table (4.2.1) (68)(68.0 %) were assessed between (D-
,C- and C)   they aren't using phrases whereas, (32) (32%) were
assessed between (B-, B ,and A-) were using   English phrases .In
figure (4.2.1) Showed that two third of students don't use English
phrases which is indicated to weak level , where as third of them
whom used phrases their fluent more than others.

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Table (4.2.2) Responding to visual prompts.

Grate	Frequency	Percent
C-	11	11%
C	22	22%
B-	27	27%
B	30	30%
A-	8	8%
A	2	2%
Total	100	100%
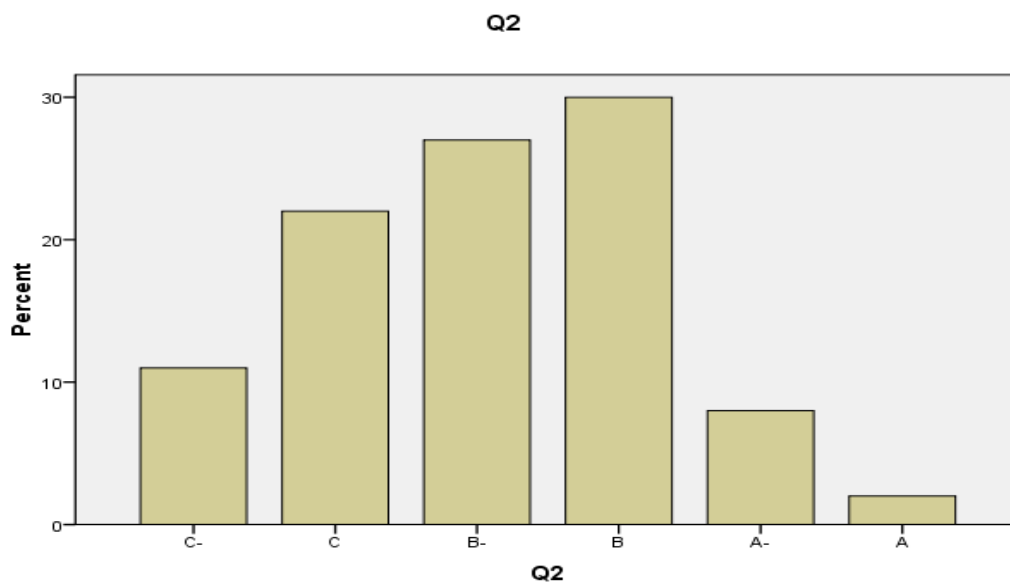
Figure (4.2.2) Responding to visual prompts .

The table (4.2.2) shows that (33) (33%) were not using phrases in their oral test ,whereas (67) (67 %) were using English phrases . According to the figure (4.2.2) two third of students responding to visual prompts which effect on their fluency this indicated to the benefit of this strategy .

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Table (4.2.3) Simulating to situation

Grate	Frequency	Percent
D-	2	2%
C-	8	8%
C	18	18%
B-	35	35%
B	15	15%
A-	19	19%
A	3	3%
Total	100	100%
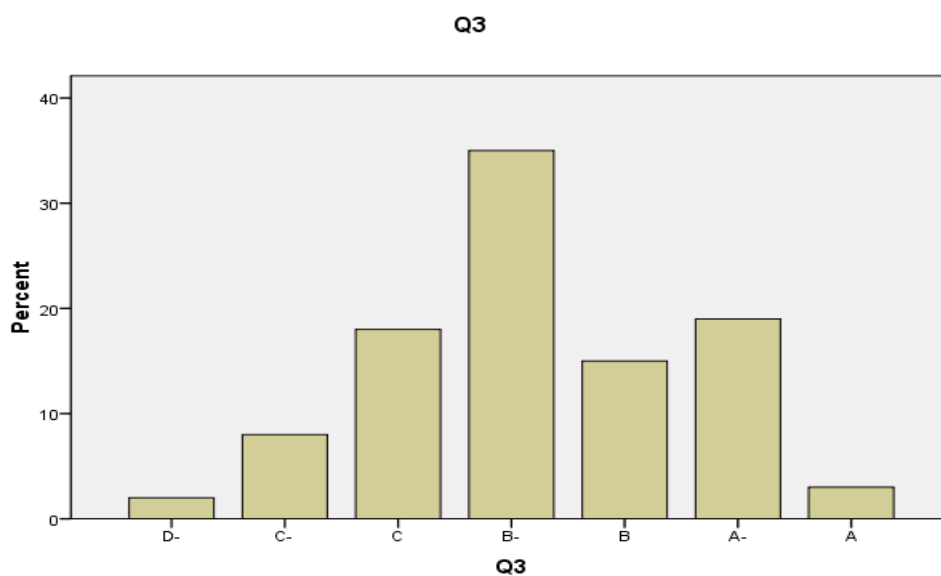
Figure (4.2.3) Simulating to situation.

The table (4.2.3)shows that (28) (28.%) were assessed between (D-, C- ,and C) ,whereas (72) (72.%) were assessed between (B-,B, A-, and A). The researcher noticed that using phrases effect in oral fluency efficiently when learners simulating to situation .

Table (4.2.4) Listening to videos.

Grade	Frequency	Percent
C-	15	15%
C	12	12%
B-	22	22%
B	23	23%
A-	23	23%
A	3	3%
Total	100	100%
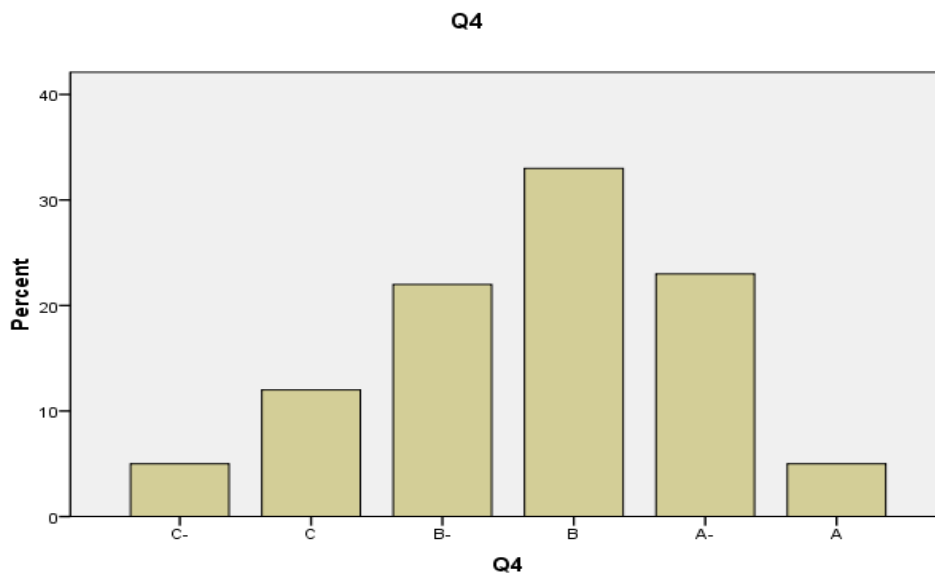
Figure (4.2.4) Listening to videos.

Based on the information of the table(4.2.4) (17)(17%) of the respondents were not using English phrases their rate between (C- and C) , whereas(73) (73%) were using English phrases their rate between (B-, B,A-, and A). In figure (4.2.4) showed that when learners listening to videos that used in communication effect in their oral fluency skills .

4.3 The Results of the Test Analysis and Students' Views

According to the analysis of the test questions and students' views the results are the following:

1-Most students views their teachers were neglecting the speaking skills in classroom, beside that learners must be listening more to acquiring speaking skills quickly

2- Students needing a good level of communicative competence to maintain the real conversations average to improve their oral fluency skills.

3-Students needing to listen more to be a good speaker not only by practicing speaking fluency skills regularly through different activities, but also by understanding what their teacher says which depend on oral fluency skills .

4-Most students views prefer listening to BBC to speaking ,where as the use of communicative method develops listening and oral fluency skills .

5- Using pair and group work to improve listening and oral fluency.

6. Acquiring of correct pronunciation from listening to the news develops learners oral fluency skills . When students do not feel a shamed of using the English language inside and outside classroom is enhancing oral performance and listening competence .

7- Integrating culture in the classroom helps improve learners fluency . But when the teacher gives oral activities in the lecture room this is very important to promote oral fluency skills for learners.

8- Teachers' mustn't ask learners yes/no questions which hinder the processing of communication and practicing of learners .

9- Using phrases creates fluent learners in the future.

10- listening to the English culture improves learners communicative competence and listening performance .

11- Most students views their teachers were given them oral activities in the lecture room.

12- Most students' views some teachers used many phrases in their talking.

13- Some teachers use audio and visual aids when lecturing.

14- Simulating to situation plays a major role to improve EFL learners motivation and oral fluency skills .

15 -Responding to visual prompts enhance oral fluency skills among EFL learners .

4-4 The Analysis of the Questionnaire Statements

The statistical analysis of the questionnaire statements are shown in the following tables and diagrams

Tables (4-4-1) Data analysis and Discussion

N	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Valid	100	100	100	100	100	100	100	100	100	100
Missing	0	0	0	0	0	0	0	0	0	0
Mean	2.25	1.82	1.67	1.51	1.76	1.49	1.69	1.61	2.04	1.67
Median	2	1	1	1	2	1	1	1	2	2
Std. Deviation	1.27	1.42	1.04	0.58	0.95	0.86	1.26	0.76	1.10	0.85
Variance	1.60	2.01	1.09	0.33	0.91	0.74	1.59	0.58	1.21	0.73

N	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Valid	100	100	100	100	100	100	100	100	100	100
Missing	0	0	0	0	0	0	0	0	0	0
Mean	1.79	1.57	1.68	2.51	2.54	3.13	1.73	1.68	1.64	1.4
Median	2	1	2	2	2	3	2	2	2	1.0
Std. Deviation	0.96	0.74	0.90	1.36	1.24	1.41	0.79	0.79	0.72	0.82
Variance	0.92	0.55	0.81	1.85	1.54	1.99	0.62	0.62	0.52	0.67

Table (4.4.2) Qualifications

Valid	Frequency	Percent
PhD	26	26.0
MA	50	50.0
BA	19	19.0
Dip	5	5.0
Total	100	100.0
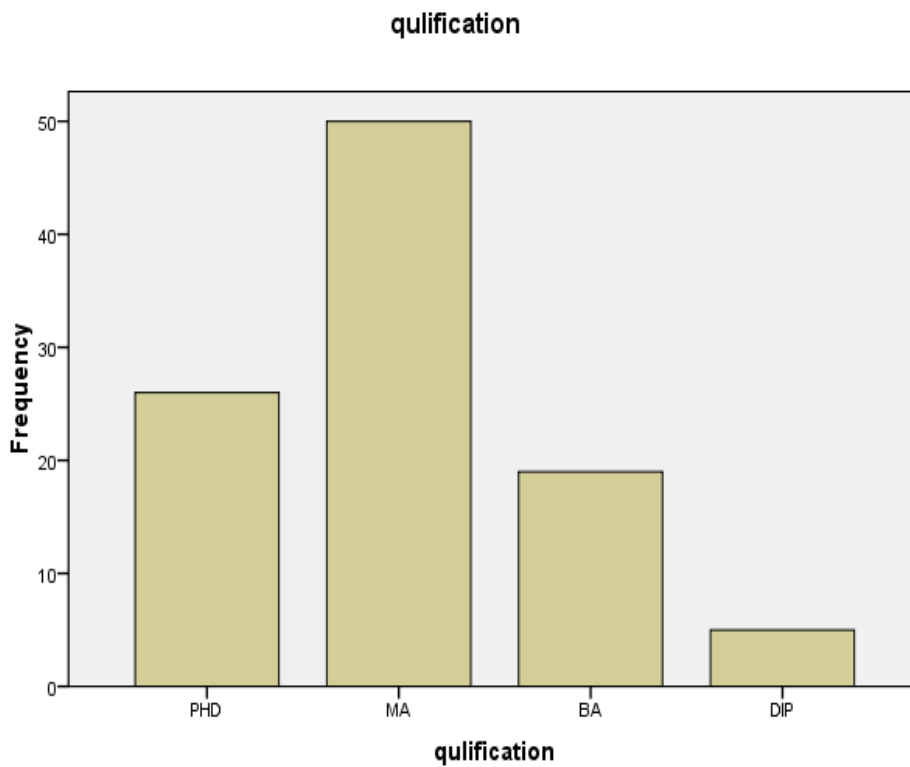
Figure (4.4.2) qualification

Table (4.4.3) Experiences

Valid	Frequency	Percent
1-5	14	14.0
6-10	19	50.0
11-15	36	36.0
Above 15	31	31.0
Total	100	100.0
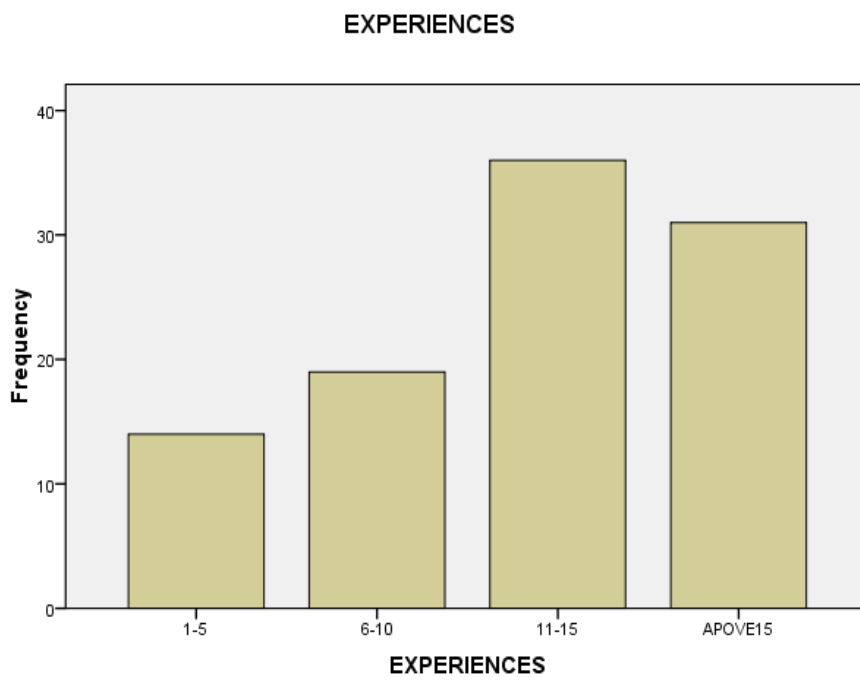
Figure (4.4.3) Experiences

Table (4.4.4) Most of Sudanese EFL Learners are good at listening

rather than Speaking.

Valid	Frequency	Percent
Strongly agree	32	32.0
Agree	39	39.0
Uncertain	11	11.0
Strongly disagree	8	8.0
Disagree	10	10.0
Total	100	100.0
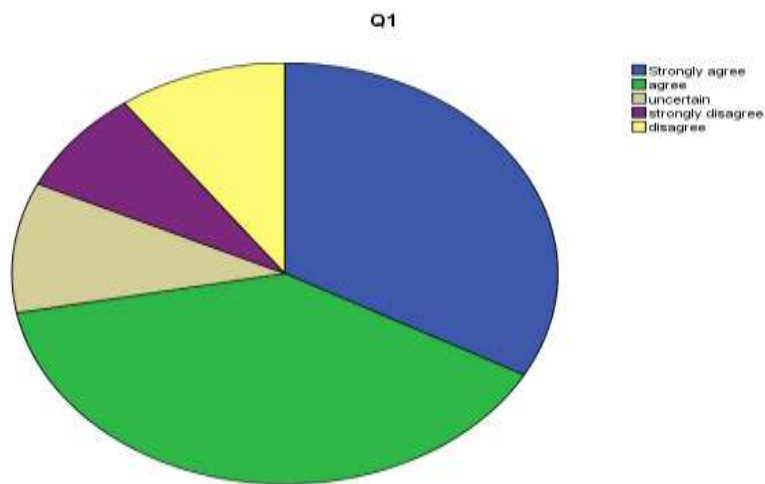
Figure (4.4.4) Most of Sudanese EFL Learners are good at listening

rather than Speaking.

Based on the data presented in the table (4.4.4) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (71) they constitute (71%) . In figure (4.4.4) teachers respond on most of Sudanese EFL Learners are good at listening rather than Speaking.

Table (4.4.5) A good listener will be a good speaker.

Valid	Frequency	Percent
Strongly agree	55	55.0
Agree	29	29.0
Uncertain	8	8.0
Strongly disagree	1	1.0
Disagree	6	6.0
Total	100	100.0

Q2
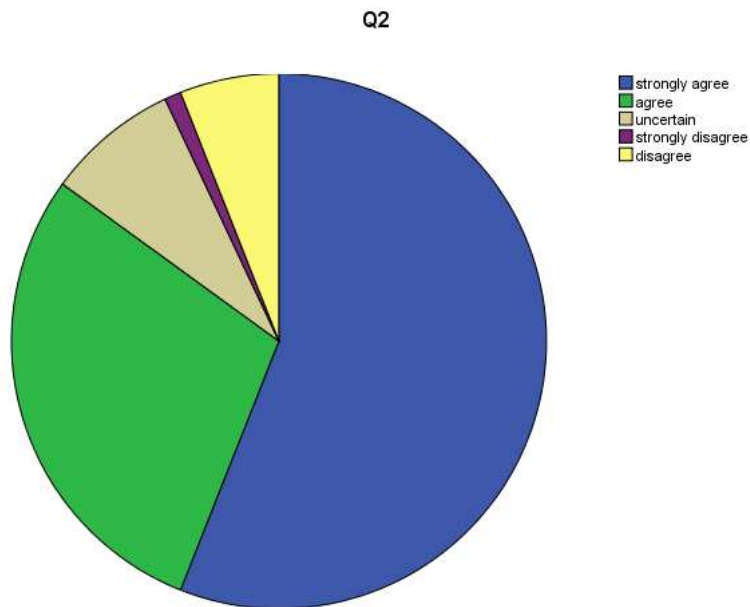
Figure (4.4.5) A good listener will be a good speaker.

Based on the data presented in the table (4.4.5) it is clear that most of the samples   responses are in agreement with the assumption ,the frequency is (84) they constitute (84%). According to the figure (4.4.5) teachers strongly agree that a good listener will be a good speaker.

Table (4.4.6) The learner who listens more will acquire speaking

skill quickly.

Valid	Frequency	Percent
Strongly agree	59	59.0
Agree	28	28.0
Uncertain	4	4.0
Strongly disagree	5	5.0
Disagree	4	4.0
Total	100	100.0
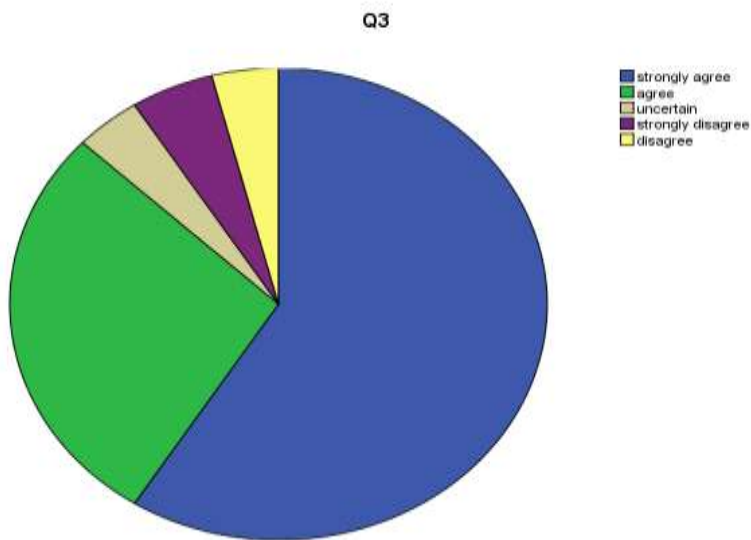
Figure (4.4.6) The learner who listens more will acquire speaking

skill quickly.

In the table (4.4.6) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (89) they constitute (89 %). Figure (4.4.6) showed that most teachers strongly agree that the learner who listens more will acquire speaking skill quickly.

Table (4.4.7) Audio visual aids assist acquiring listening and

speaking skills.

Valid	Frequency	Percent
Strongly agree	53	53.0
Agree	43	43.0
Uncertain	4	4.0
Strongly disagree	-	0.0
Disagree	-	0.0
Total	100	100.0
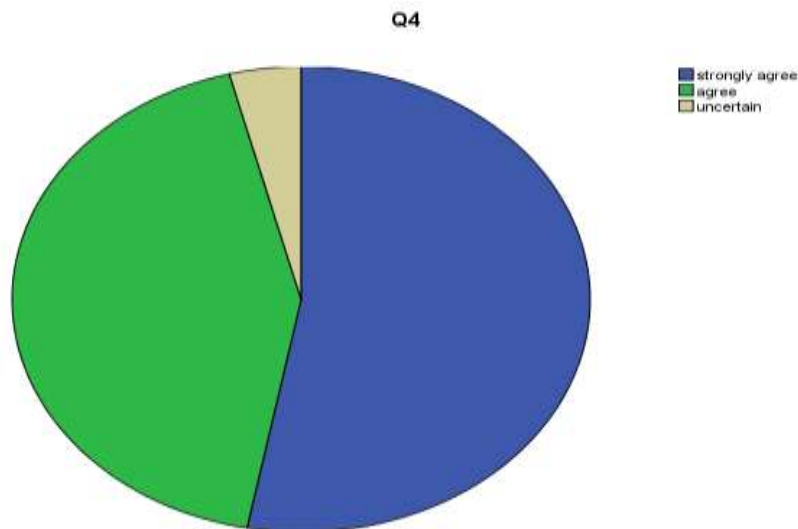
Figure (4.4.7) Audio visual aids assist acquiring listening and

speaking skills.

It is clear from the data presented in the table (4.4.7) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (96) they constitute (96 %). According to the figure (4.4.7) most of teachers strongly agree that audio visual aids assist acquiring listening and speaking skills.

Table (4.4.8) Using communicative methods will develop

learners abilities in listening and oral fluency skills.

Valid	Frequency	Percent
Strongly agree	46	46.0
Agree	42	42.0
Uncertain	6	6.0
Strongly disagree	2	2.0
Disagree	4	4.0
Total	100	100.0

Q5

strongly agree
disagree
uncertain
strongly disagree
disagree
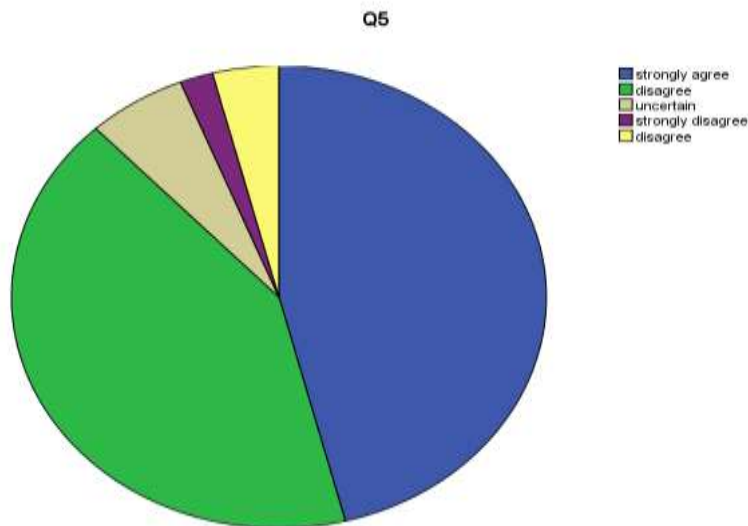
Figure (4.4.8) Using communicative methods will develop

learners abilities in listening and oral fluency skills.

In the table (4.4.8) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (88) they constitute (88.%). Figure (4.4.8)showed that most teachers strongly agree that using communicative methods will develop learners abilities in listening and oral fluency skills.

Table (4.4.9) Using pair and group work motivating the learner.

Valid	Frequency	Percent
Strongly agree	65	65.0
Agree	28	28.0
Uncertain	3	3.0
Strongly disagree	1	1.0
Disagree	3	3.0
Total	100	100.0

Q6
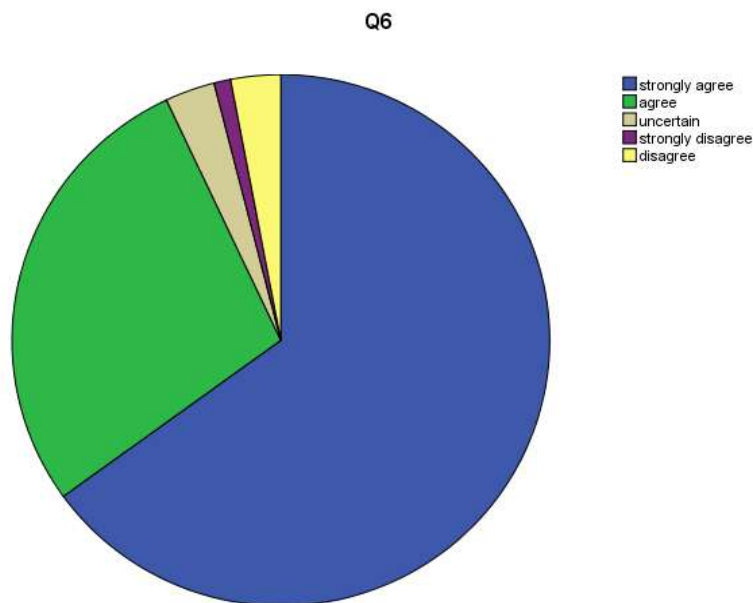
Figure (4.4.9) Using pair and group work motivating the learner

In the table (4.4.9) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (93) they constitute (93.%). Figure (4.4.9) showed that most teachers strongly agree that using pair and group work motivating the learner.

Table (4.4.10) Dialogues and conversation enhancing Sudanese

EFL learner oral fluency.

Valid	Frequency	Percent
Strongly agree	53	43.0
Agree	40	40.0
Uncertain	3	2.0
Strongly disagree	1	1.0
Disagree	3	3.0
Total	100	100.0
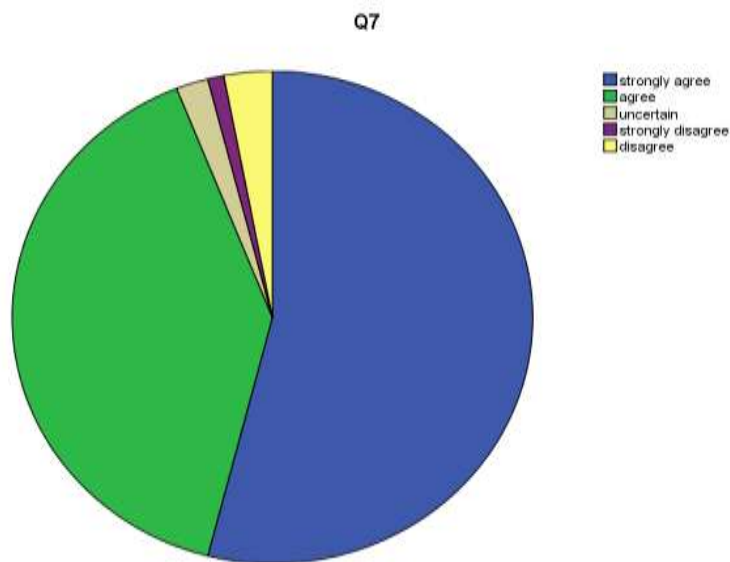
Figure (4.4.10) Dialogues and conversation enhance Sudanese

EFL learner oral fluency

In the table (4.4.10) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (93) they constitute (93.%). According to the figure (4.4.10) most teachers strongly agree that dialogues and conversation enhance Sudanese EFL learner oral fluency.

Table(4.4.11)Topics for debate outside classroom developing the learner's

competence in oral fluency skills.

Valid	Frequency	Percent
Strongly agree	53	53.0
Agree	36	36.0
Uncertain	8	8.0
Strongly disagree	3	3.0
Disagree	-	0.0
Total	100	100.0
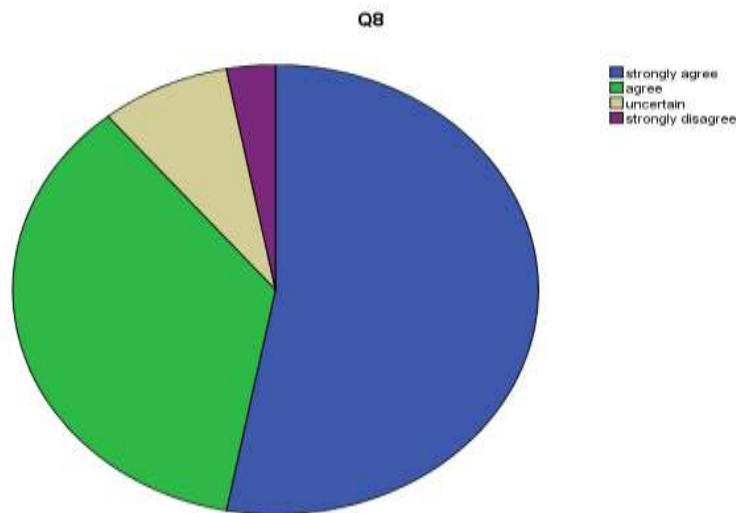
Figure (4.4.11) Topics for debate outside classroom will develop

the learner's competence in oral fluency skills.

As seen from the data presented in the table (4.4.11) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (89) they constitute (89.%). In figure (4.4.11) more than two third of teachers strongly agree that topics for debate outside classroom will develop the learner's competence in oral fluency skills.

Table (4.4.12) Using phrases , make a good speaker .

| Valid	Frequency	Percent
Strongly agree	36	36.0
Agree	41	41.0
Uncertain	14	14.0
Strongly disagree	4	4.0
Disagree	6	6.0
Total	100	100.0
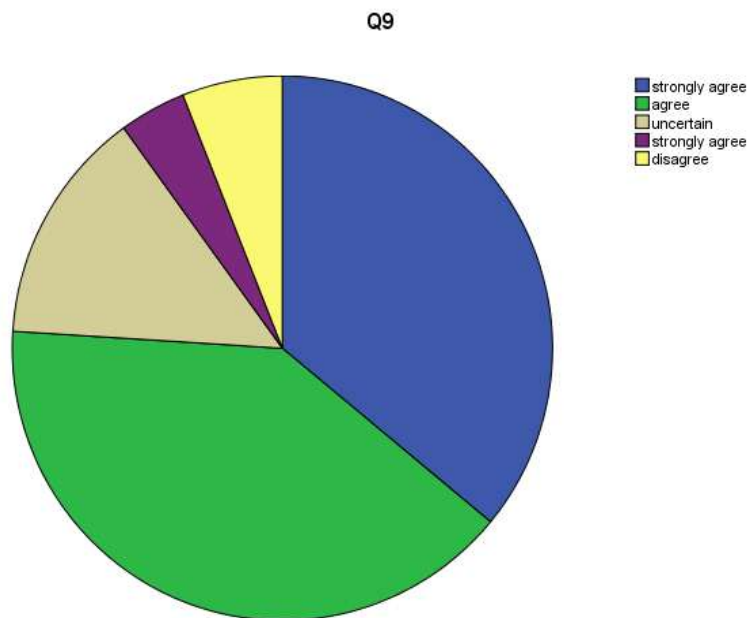
Figure (4.4.12) Using phrases , make a good speaker .

Based on the data presented in the table (4.4.12) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (77) they constitute (77.%). Figure (4.4.12) showed that two third of teachers strongly agree that using phrases , make a good speaker .

Table (4.4.13) Listening skill is the base of oral fluency skill .

Valid	Frequency	Percent
Strongly agree	48	48.0
Agree	44	44.0
Uncertain	4	4.0
Strongly disagree	1	1.0
Disagree	3	3.0
Total	100	100.0

Q10
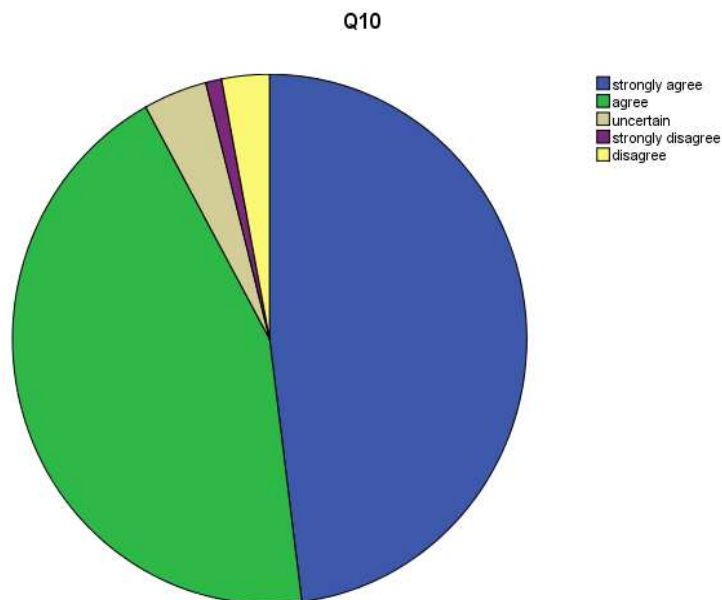
Figure (4.4.13) Listening skill is the base of oral fluency skill .

From the data presented in the table (4.4.13) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (92) they constitute (92.%). In figure (4.4.13) majority of teachers strongly agree that listening skill is the base of oral fluency skill .

Table (4.4.14) The impact will of authentic materials appear clearly

in listening and oral fluency skill .

Valid	Frequency	Percent
Strongly agree	43	43.0
Agree	45	45.0
Uncertain	7	7.0
Strongly disagree	5	5.0
Disagree	-	0.0
Total	100	100.0
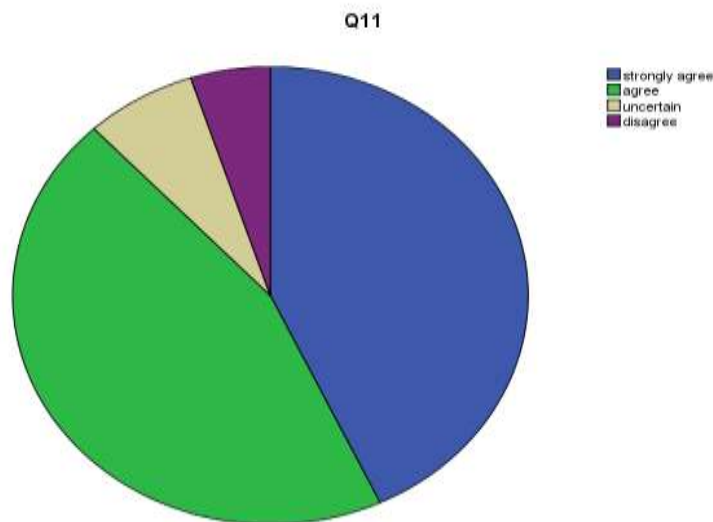
Figure (4.4.14) The impact   of authentic materials will appear clearly

in listening and oral fluency skill .

In the table (4.4.14) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (88) they constitute (88.%). Figure (4.4.14) showed that most teachers agreed that the impact **of** authentic materials will appear clearly in listening and oral fluency skill.

Table (4.4.15) Clear voice will assist learners to listen and speak .

Valid	Frequency	Percent
Strongly agree	53	53.0
Agree	41	41.0
Uncertain	3	3.0
Strongly disagree	2	2.0
Disagree	1	0.0
Total	100	100.0
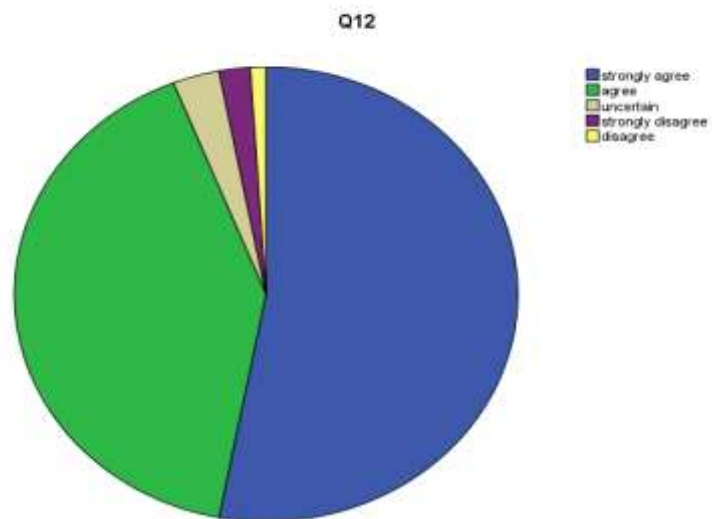
Figure (4.4.15) Clear voice will assist learners to listen and speak .

According to the e data presented in the table (4.4.15) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (94) they constitute (94.%). Figure (4.4.15) showed that majority of teachers strongly agree that   clear   voice will assist learners to listen and speak .

Table (4-4-16) Master of phonetics and phonology facilitate

oral fluency skill .

Valid	Frequency	Percent
Strongly agree	49	49.0
Agree	42	42.0
Uncertain	5	5.0
Strongly disagree	-	0.0
Disagree	4	4.0
Total	100	100.0
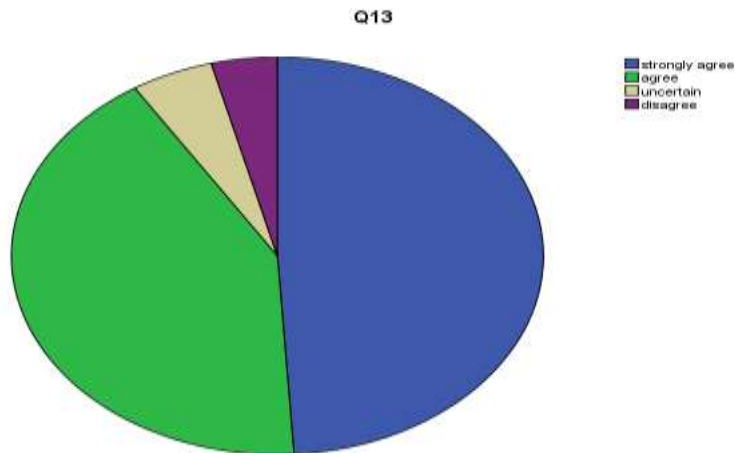
Figure (4.4.16) Master of phonetics and phonology facilitate oral

fluency skill .

Based on the data presented in the table (4.4.16) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (91) they constitute (91.%). Figure (4.4.16) showed that most teachers agreed that,   master of phonetics and phonology facilitate oral fluency skill.

Tables (4.4.17) Sudanese EFL learners participate in English societies.

Valid	Frequency	Percent
Strongly agree	26	26.0
Agree	33	33.0
Uncertain	22	22.0
Strongly disagree	2	2.0
Disagree	17	17.0
Total	100	100.0
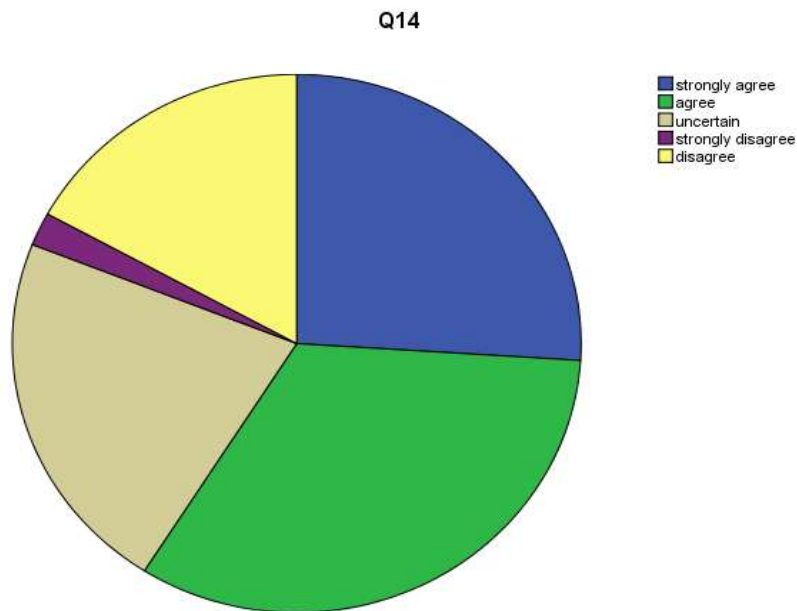
Figure (4.4.17) Sudanese EFL learners participate in English societies.

As seen from the data presented in the table (4.4.17) it is clear that more than half of the samples responses are in agreement with the assumption ,the frequency is (59) they constitute (59. %). In figure (4.4.17) more than half of teachers strongly agree that Sudanese EFL learners participate in English societies.

Table (4.4.18) English learners prefer listening to BBC to speaking.

Valid	Frequency	Percent
Strongly agree	22	26.0
Agree	31	31.0
Uncertain	31	31.0
Strongly disagree	3	3.0
Disagree	13	13.0
Total	100	100.0
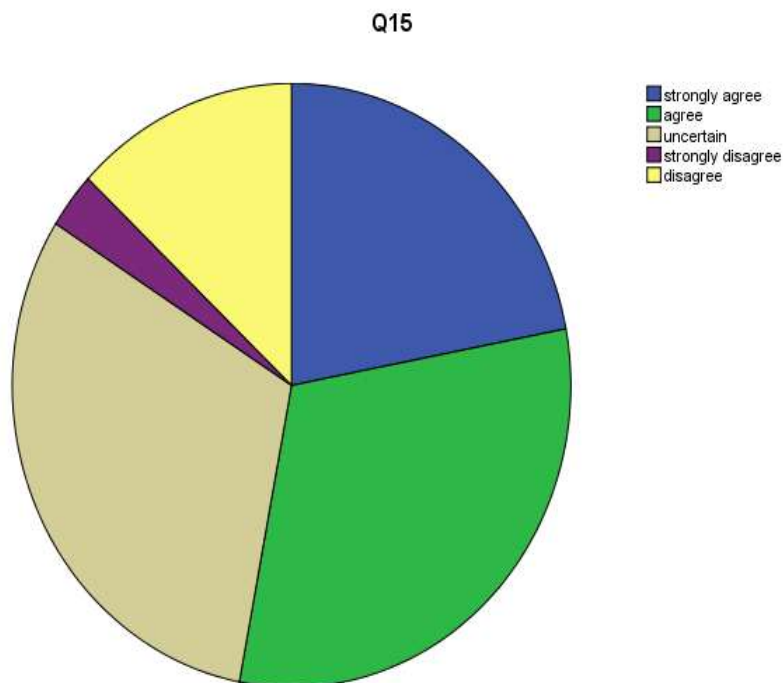
Figure (4.4.18) English learners prefer listening to BBC to speaking.

Based on the data presented in the table (4.4.18) it is clear that more than half of the samples   responses are in agreement with the assumption ,the frequency is (52) they constitute (52.%).   Figure (4.4.18)   showed that more than half of teachers strongly agree that English learners prefer listening to BBC to speaking.

Table (4.4.19) EFL learners feeling ashamed of using the language outside the classroom .

Valid	Frequency	Percent
Strongly agree	18	18.0
Agree	15	15.0
Uncertain	27	27.0
Strongly disagree	16	26.0
Disagree	24	24.0
Total	100	100.0

Q16

strongly agree
agree
uncertain
strongly disagree
disagree
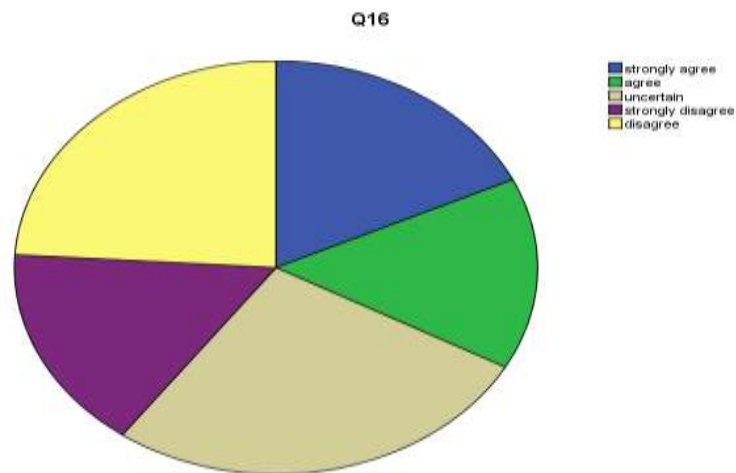
Figure (4.4.19) EFL learners feeling ashamed of using the language outside the classroom .

From the data presented in the table (4.4.19) it is clear that some of the samples responses are in agreement with the assumption ,the frequency is (33) they constitute (33. %) where as the rest the frequency is (67) they constitute (67%). According to the figure (4.4.19) less than two third of teachers strongly agree that EFL learners feeling ashamed of using the language outside the classroom .

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Table (4.4.20) Listening to English News motivating EFL .

Valid	Frequency	Percent
Strongly agree	41	41.0
Agree	50	50.0
Uncertain	6	6.0
Strongly	1	1.0
disagree	2	2.0
Disagree	100	100.0
Total		
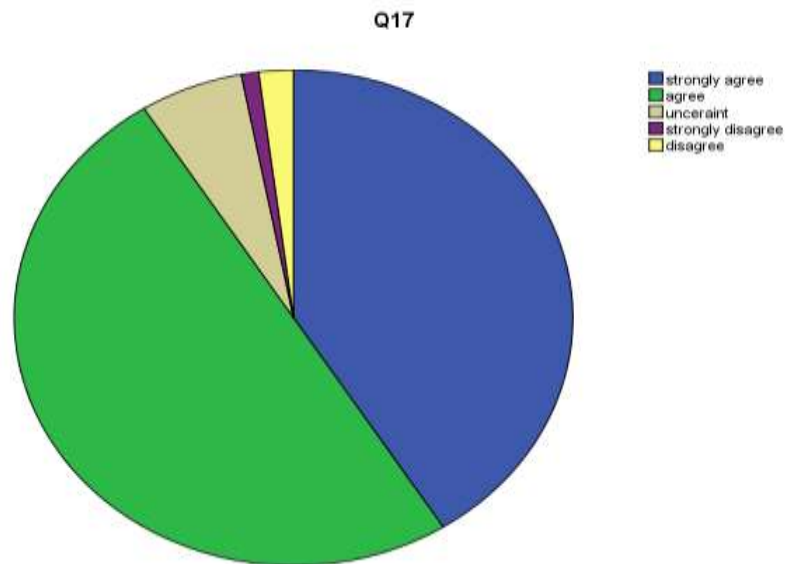
Figure (4.4.20) Listening to English News motivating EFL learners .

As seen in the data presented in the table (4.4.20) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (91) they constitute (91.%). Figure (4.4.20) showed that majority of teachers strongly agree that   listening to English News motivating EFL learners .

Table (4.4.21) Watching films enhance the motivation of learners .

Valid	Frequency	Percent
Strongly agree	47	47.0
Agree	42	42.0
Uncertain	8	8.0
Strongly disagree	2	2.0
Disagree	1	1.0
Total	100	100.0
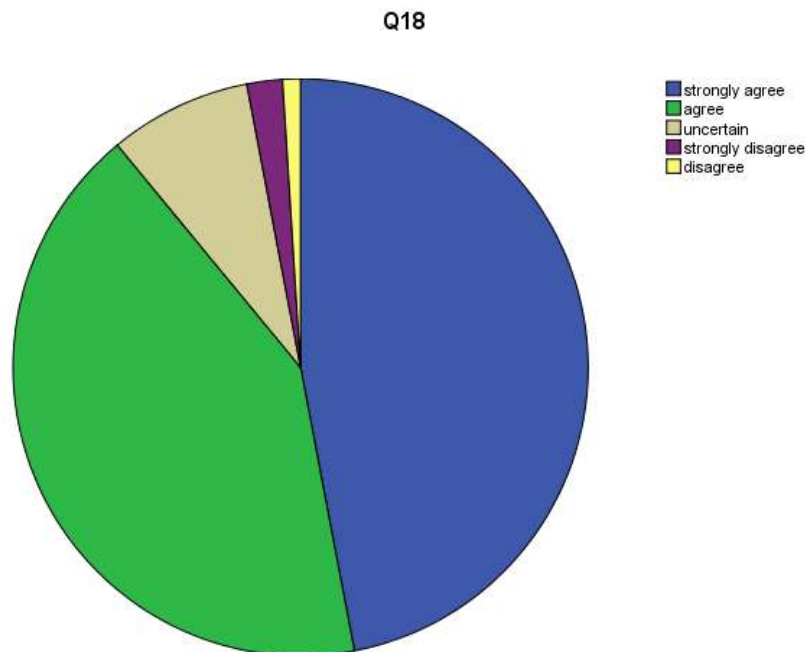
Figure (4.4.21) Watching films enhance the motivation of learners .

From the data presented in the table (4.4.21) it is clear that most of the samples   responses are in agreement with the assumption ,the frequency is (89) they constitute (89. %). In figure (4.4.21) teachers strongly agree that watching films enhance the motivation of learners .

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Tables (4.4.22) Acquiring the native culture assist learning

English language.

Valid	Frequency	Percent
Strongly agree	49	49.0
Agree	39	39.0
Uncertain	11	11.0
Strongly disagree	1	1.0
Disagree	-	0.0
Total	100	100.0

Q19
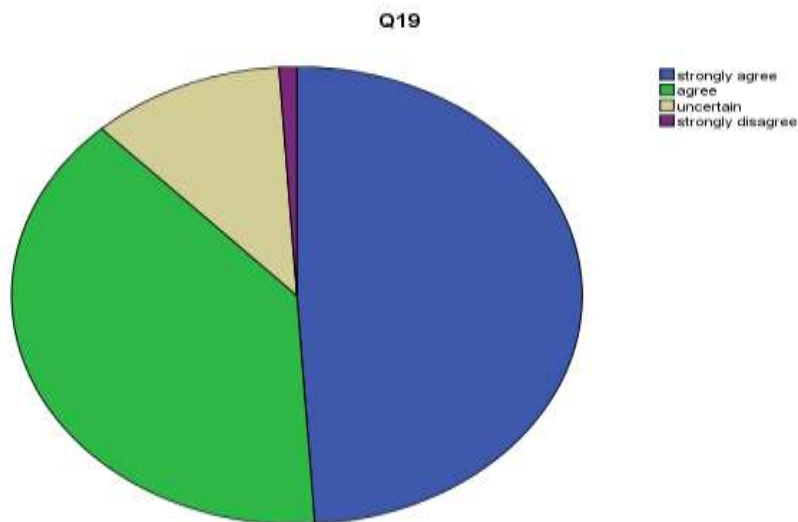
Figure (4.4.22) Acquiring the native culture assist learning

English language.

As seen in the data presented in the table (4.4.22) it is clear that most of the samples responses are in agreement with the assumption ,the frequency is (88) they constitute (88. %). Figure (4.4.22) showed that most of teachers strongly agree that acquiring the native culture assist learning English language.

Tables (4.4.23) Practicing conversation with native speakers develop

oral fluency skill.

Valid	Frequency	Percent
Strongly agree	71	71.0
Agree	25	25.0
Uncertain	-	0.0
Strongly disagree	1	1.0
Disagree	3	3.0
Total	100	100.0
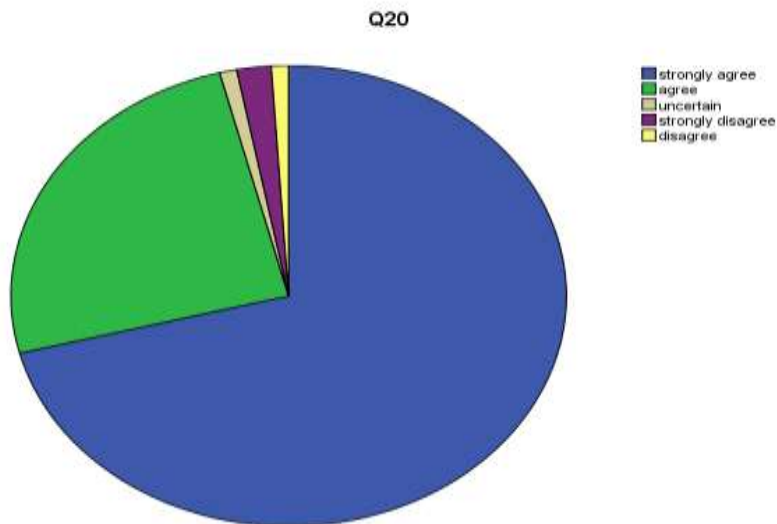
Figure (4.4.23) Practicing conversation with native speakers develop

oral fluency skill.

Based on the data presented in the table (4.4.23) it is clear that most
of the samples responses are in agreement with the assumption ,the
frequency is (96) they constitute (96.%). According to in the figure
(4.4.23) most teachers strongly agree that practicing conversation with
native speakers develop oral fluency skill.

4.4 The Results of the Questionnaire Analysis

According to the analysis of the questionnaire statements the results are the following:

Most of Sudanese EFL Learners are good at listening rather than Speaking yet the teachers ignore to use suitable strategies to enhance learners motivation , also use the Grammar Translation Approach which emphasises on reading and writing but ignores listening and speaking skills, so neglecting of oral fluency skills appear at learners performance and competence , in addition to that Sudanese English teachers need training in how to change the situation of the classroom into communicative one , through analysis of the questionnaire most respondents' strongly agree that using communicative methods will develop learners abilities in listening and oral fluency skills , added to that using pair and group work will motivate the learner to improve their abilities to use the language and helping to solve students lack motivation. Also teachers strategies do not provide oral fluency skill elements for acquiring oral fluency competence, in addition to this teachers do not provide learners with communicative activities, as well as the teachers strategies do not encourage the students to use the language outside the classroom, also using audio visual aids assist acquiring listening and speaking skills . Then assisting the students to acquire the cultural uses of the target language, beside that dialogues and conversation enhance Sudanese EFL learner oral fluency and also topics for debate outside classroom will develop the learner's competence in oral fluency skills in suitable situations that reflect the daily uses of the target language . Above all by using phrases , a good Listener will be a good speaker later in English language. Thus the outcomes for the previous results are that the methods and the

approaches that the teachers used are not communicative ones .Also some of Sudanese English language teachers do not know the effective strategies of developing and promoting the students' oral fluency skills . Moreover, EFL teachers neglect mastery of phonetics and phonology to facilitate oral fluency skills where as neglecting of listening to English news which motivate EFL learners to acquire not only the correct pronunciation but also oral fluency skills .Beside that the native culture assists in learning English language by practicing conversation with native speakers to develop oral fluency skill .The role of teachers to improving students competence in usage of the language , also oral fluency skills inside classroom or hall do not satisfy to the learners needs, and, do not reflect cultural dimension of the native speakers, in addition to EFL learners do not aware of the benefits' of oral fluency skills , so as a result of that most of Sudanese EFL learners feel ashamed of using the English language inside and outside the classroom, because, they just focus on how to get a good marks in the exams rather than to acquire the English language, as a result of the negative effect of using the Grammar Translation Approach on Sudanese EFL learners ,to solve the problem by watching films which enhance the learners awareness the benefits of native speaker oral fluency skills hence the most of Sudanese EFL learners lack of practicing conversation with native speakers which to develop and improve learners oral fluency skills in learning English language appropriately.

4.5 Testing Hypotheses in Relation to the Results

The topic tries to ensure and test the hypotheses that may answer the previous questions.

Hypothesis one: There is a significant relationship between EFL learners' oral fluency rates and their performance in listening skill .

According to statistical analysis of table (4.1) (54%) of the students views were admitted of the idea that, teacher neglects speaking skill ,whereas in table (4.2) (71%) of the students views were supported that listen more to be a good speaker, beside that in table (4.3) (64%) of the students views were supported that ,they need a good level of communicative competence to maintain the real conversations average and in table(4.4) (91%)of the students views were confirmed that listen more to be a good speaker this indicated to what relationship between EFL learners' oral fluency rates and their performance in listening skill moreover in table (4.4.4) (81%) of the sample agree that the most of Sudanese EFL learners are good at listening rather than Speaking ,also in tables(4.4.5) (84%) of the respondents agree that a good listener will be a good speaker, whereas (4.4.6) (89%) the most of the respondents agree that the learner who listens more will acquire speaking skill quickly above all in table (4.4.7) (96%) of respondents agree that audio visual aids assist acquiring listening and speaking skills ,finally most of Sudanese English language teachers need to implement communicative language teaching in their teaching process, thus all the above information is an evidence for that there will be a significant relationship between EFL learners' oral fluency rates and their performance in listening skill .

Hypothesis Two: The impact of learners' listening skill enhances their oral fluency skill.

According to the analysis of table (4.5) (77%) of the students views were supported the idea practicing speaking fluency regularly through different activities , beside in table (4.6) (68%) of students views were admitted that prefer listening to BBC to speaking ,in addition to in table (4.7) (80%) of the students views were confirmed that, understanding to what your teacher said depend on oral fluency skill , where as in table (4.8) (78%) most of students views were admitted that my teacher use communicative method to develop my listening and oral fluency skills, on other hand (4.4.8) (89%) of the respondents agree that using communicative methods will develop learners abilities in listening and oral fluency skills , also in table (4.4.9) (93%) of the questioned teachers agree that using pair and group work will motivate the learner to improve their abilities to use the language, as well as in table (4.4.10) (93%) of the respondents agree that dialogues and conversation enhance Sudanese EFL learners oral fluency , in addition to show in table (4.4.11) (89%) of the questioned teachers strongly agree that topics for debate outside classroom will develop the learner's competence in oral fluency skills. All of the results which mentioned above ensure that the impact of learners listening skill enhance their oral fluency skill.

Hypotheses Three: Motivation improves ESL oral fluency competence and listening performance.

Based on the analysis of table(4.9) (79%) of the students views were confirmed that ,prefer using pair and group work to improve listening and oral fluency skills ,whereas (4.10) (72%) of the students views were supported that idea that , acquiring correct pronunciation form listening to news, but in table (4.11) and (4.12) students views admitted that ,they are feeling ashamed of using the English language, also in the table

(4.4.12) (77%) of the respondents agree that by using phrases , a good listener will be a good speaker later and this emphasises that student's need more phrases of a suitable situations for the daily use of the target language, instead of the teachers depend on the using traditional method . Moreover in table (4.4.13) (92%) of the respondents agree that listening skill is the base of oral fluency skill where as in table (4.4.14) (88%) most of the respondents agree that authentic listening   material impact will appear clearly in listening and oral fluency skill. As well as in table (4.4.15) (94%) most of the respondents agree that   the teacher's clear voice will assist learners to listen and speak clearly, thus as the result of the lack of motivation of students don't make oral fluency learners thus all the above information is an evidence for that motivation improve SLL oral fluency competence and listening performance.

Hypotheses Four: Listening performance helps increase ESL motivation and improve their oral fluency skill abilities .

According to the analysis of table (4.4.16) (91%) of the respondents agree that a good mastery of phonetics and phonology facilitate oral fluency skill. Moreover, in table (4.4.17) and (4.4.18) more than the half of the respondents agree that most of Sudanese English learners prefer listening to BBC to speaking and Sudanese EFL learners participate in English societies. Sudanese EFL learners feel ashamed to use the language outside the classroom, so they need to be motivated to use the language inside or outside the classroom. Instead as it was analyzed in table (4.4.19) some of the respondents disagree that Sudanese EFL learners do not feel ashamed of using the language outside the classroom because Sudanese students focus on how to get good marks in the exams rather than to know how to use the language appropriately in or outside the classroom, beside that most of the

respondents agree that Grammar Translation Approach, has a negative effects on Sudanese EFL students as it focus on reading and writing, and ignore listening and speaking .Thus the result from the above information as analyze in the previous tables which emphases that listening performance help to increase ESL motivation and improve their oral fluency skill abilities.

Hypotheses Five : To a great extent English culture correlated to EFL oral proficiency skill

According to the analysis of table(4.17) (53.5) of the students views were supported the idea , my teacher asks the class yes/no questions with always and this hinder to leaner's to practice communication inside classroom or hall ,where as in table (4.4.20) (91%) most of the respondents strongly agree that listening to English News motivate EFL learners to acquire the correct pronunciation, also in table (4.4.21) (89%) most of the respondents teachers agree that watching films will enhance the learners awareness of native speaker , and this according to the weakness of the students to use the language properly as showed in table(4.4.22) (88%) most of the respondents agree that acquiring the native culture will assist in learning English language, in addition to the table (4.4.23) (96%) of the respondents teachers agree that practicing conversation with native speakers develop oral fluency skill. All of the results which mentioned above ensure that to a great extend English culture is correlated to EFL oral proficiency skill.

4.6 Conclusion

The most important conclusion that the researcher can draw from this study is that, Strategies for Promoting and Developing the Oral Fluency skill in Second Language Acquisition , can be released through the use of phrases and contexts that reflect the real life of the target language, as well as the concentration of the communicative language teaching, by using strategies to developing and improving oral fluency skills, so this can be shown in the analysis of the test and the questionnaire, through SPSS, the researcher first comment about the tables of the test then the tables of the questionnaire, then, the result of the tools of the study and at last the test of the hypothesis of the study.

CHAPTER FIVE

Conclusion and Recommendation

CHAPTER FIVE

Conclusion

5.0 Summary of the study

In this chapter the researcher will include a summary of the research with findings, recommendations , and suggestion for further studies .

5.1 The Findings

1-Most of Sudanese EFL Learners are good at listening rather than Speaking yet, the teachers ignore the Grammar Translation Approach which emphasises reading and writing .

2-Neglecting oral fluency skills appear at learners' performance and competence .

3-Sudanese English teachers need training in how to change the situation of the classroom into communicative one, through analysis of the questionnaire most respondents strongly agree that using communicative methods will help develop learners abilities in listening and oral fluency skills .

4-Using pair and group work will motivate the learners to improve their abilities to use the language .

5-Teachers' strategies do not provide oral fluency skill elements for acquiring oral fluency competence.

6-Teachers' do not provide learners with communicative activities, as well as the teachers strategies do not encourage the students to use the language outside the classroom.

7-Using audio visual aids assist acquiring listening and speaking skills.

8-Assisting the students to acquire the cultural uses of the target language.

9-Dialogues and conversation enhance Sudanese EFL learners' oral fluency.

 10-Topics for debate outside classroom help develop learner competence in oral fluency skills in suitable situations that reflect the daily uses of the target language .

11-By using phrases , a good Listener will be a good speaker later in English language. Thus the outcomes for the previous results are that the methods and the approaches that the teachers used are not communicative ones.

12-Some of Sudanese English language teachers do not know the effective strategies of developing and promoting the students' oral fluency skills .

13-EFL teachers neglect mastery of phonetics and phonology to facilitate oral fluency skills .

14-EFL teachers neglecting the importance of listening to English news which motivate EFL learners to acquire not only the correct pronunciation but also oral fluency skills .

15-The native culture assists learning English language by practicing conversation with native speakers to develop oral fluency skill .The role of teachers is to improving students' competence in usage of the language .

16-Oral fluency skills inside classroom do not satisfy the learners needs, and, do not reflect cultural dimension of the native speakers.

17-EFL learners are not aware of the benefits of oral fluency skills , so as a result of that most of Sudanese EFL learners feel ashamed of using the English language inside and outside the classroom, because, they just focus on how to get a good marks in the exams rather than to acquire the English language. As a result of the negative effect of using the Grammar Translation Approach on Sudanese EFL learners ,to solve the problem by watching films which enhance motivation of the learners .

18-Sudanese EFL learners' lack practicing conversation with native speakers which develop and improve learners oral fluency skills in learning English language appropriately.

5.2 Recommendations

Based on this study's findings, the researcher recommends the following:

1- Teachers must use diversity of communicative methods to develop learners' abilities in listening and oral fluency skills.

2- Providing learners with topics for debate inside and outside classroom to develop their competence in oral fluency skills .

3- Providing Sudanese Universities with courses to improve the proficiency of oral fluency skills for learners .

4- Conducting studies to recognize the effects of using phrases as means of developing EFL Leaner's oral fluency skills .

5- Syllabus designers must be aware of the benefits of using phrases to solve the problems of speaking skill at Sudanese EFL learners.

6- Teachers must give learners oral activities in the class/ lecture room.

7-Providing Sudanese Universities with native speakers voice clear to help improve learners proficiency of oral fluency skills.

8-Conducting Studies to recognize the effects of acquiring cultural knowledge to promoting oral fluency skills for the learners. It can be recommended that using of the methodology suggested in this study the teacher talking time could he decrease and the student talking time could he increase.

9-The teachers must be given training in how to use the CLT, as well as the students must be encouraged to use the target language in or outside the classroom.

10-Teachers must use some techniques like phrases instead of traditional methods .

5.3 Suggestions For Further Studies

The following are the suggested topics for further research:

1-Using films for developing oral Skill inside and outside the Classroom.

2-The Impact of using YouTube on EFL learners oral fluency Skill.

3- The influence of neglecting oral fluency skill on Sudanese EFL learners?

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Appendix A

Teachers' questionnaire

Dear teachers

This questionnaire is designed as a tool for collecting data for practical research PH.D at SUST.

Title: Strategies for Promoting and Developing the oral fluency skill in Second Language Acquisition.

Please be so kind to respond these statements seriously and honestly by ticking the appropriate options.

Personal Information:

Qualifications:

PHD. ☐   MA. ☐   BA. ☐   Dip. ☐

Years of experience:

1-5 ☐   6- 10 ☐   11- 15 ☐   above 15 ☐

1-Most of Sudanese EFL Learners are good at listening rather than Speaking.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

2-A good listener will be a good speaker .

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

3-The learner who listens more will acquire speaking skill quickly.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

4-Audio visual aids assist acquiring listening and speaking skills.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

5- Using communicative methods will develop learners abilities in listening and oral fluency skills.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

6-Using pair and group work will motivate the learner to improve their abilities to use the language.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

7-Dialogues and conversation enhance Sudanese EFL learner oral fluency.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

8-Topics for debate outside classroom will develop the learner's competence in oral fluency skills.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

9-By using phrases , a good Listener will be a good speaker later .

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

10-Listening skill is the base of oral fluency skill .

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

11-Authentic listening material impact will appear clearly in listening and oral fluency skill .

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

12-The teacher's clear voice will assist learners to listen and speak clearly.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

13- A good mastery of phonetics and phonology facilitate oral fluency skill .

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

14-Sudanese EFL learners participate in English societies.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

15-Most of Sudanese English learners prefer listening to BBC to speaking.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

16 – Sudanese EFL learners do not feel a shamed of using the language outside the classroom .

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

17- Listening to English News motivate EFL learners to acquire the correct pronunciation.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

18-Watching films will enhance the learners awareness of native speaker

oral fluency.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

19-Acquiring the native culture will assist in learning English language .

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

20- Practicing conversation with native speakers develop oral fluency skill.

Strongly agree ☐ agree ☐ uncertain ☐ strongly disagree ☐ disagree ☐

Thank you for your co-operation

Appendix B

Assessing Oral Fluency Skill

Oral Examination Evaluation Criteria

Name	Fluency	Phrases	Comprehensibility	Interactive communication	Competence	Performance	Description

The following guidelines are based on a testing oral fluency worth 100 points.

letter grade	D-	C-	c	B-	B	A-	A	A+
Fluency	12	14	**15**	16	**17**	18	**19**	20
Phrases	12	14	**15**	16	17	18	**19**	20
Structure	12	14	**15**	16	**17**	18	**19**	20
Comprehensibility	26	28	**30**	32	**34**	36	**38**	40
Summary	**60**	**70**	**75**	**80**	**85**	**90**	**95**	**100**

Fluency:

20: Speech natural and continuous; no unnatural pauses

18: Speech generally natural and continuous; only slight stumbling or unnatural pauses

16:. Definite stumbling, but manages to rephrase or continue

12: Speech frequently hesitant and jerky; sentences may be

left uncompleted

phrases:

20: Uses phrases very accurately and extensively (for given levels)

18: Uses range of phrases accurately

16: Occasionally lacks needed phrases; predominantly accurate usage

12: Frequently lacks needed phrases ; frequent inaccurate usage

Structure:

20: Utterances almost always correct

18: Most utterances correct; some minor structural errors

16: Many utterances correct; some significant structural errors

12: Some utterances correct; definite structural problems

Comprehensibility:

40: Entirely comprehensible

36: Almost entirely comprehensible; no misunderstandings

32: Some errors, but mostly comprehensible; occasionally misunderstands tester's questions

24: Many errors, about half incomprehensible.

 Student _____ Tester _____

Semester _____ Date _____

Grading: 100 points Composite grade: _____%

_____(letter)

Oral Fluency Test
Part 1
General conversation

(saying who you are, asking for and giving individual information, spelling) I'd like you to pretend that you don't know each other. Ask questions to find out as much information as possible about each other.

Part 2

Responding to visual prompts

(describing and interpreting a picture or a photograph, talking about likes and dislikes)

Now, I'm going to give each of you a photograph. Candidate A, here is your photograph.

Would you show it to Candidate B and talk about it, please?

Candidate B, you just listen to Candidate A. I'll give you a photograph in a moment.

Candidate A, please tell us what you can see in your photograph.

Now, Candidate B, here is your picture. Would you show it to Candidate A and tell him/her about it, please?

Your photographs show **people celebrating**. Now, I'd like you to talk together about days that are

special for **you** and what you **do** to celebrate on those days.

Part 3

Simulated situation

(making and responding to suggestions, agreeing and disagreeing; making choices)

I'm going to describe a situation to you.

A **school** in your area wants to open a shop for students. Talk together about the type of things

the shop should **sell** and which things will be the most **popular**.

Explain why and discuss your opinions.

Here is a picture with some ideas to help you.

Part 4

Ask and Answer

__ What sort of films do you never watch? ….. Why?

__ Are there any films that you'd like to see again? ….. Why (not)?

__ Would you prefer to be in a film or behind the camera?

__ How important do you think it is to watch films in English?

__ What can you learn about a country's culture by watching films from that country?

Thank you. That is the end of the test.

Appendix C

Students Views

Dear students

This material is designed as a tool for collecting data of a Ph.D. study at Sudan University of Science and Technology (SUST).

Title: Strategies for Promoting and Developing the Oral Fluency skill in Second Language Acquisition.

Please be so kind to respond with the necessary answers to the following questions .

N.B. We rely on your collaboration .

Question one

A/ Write whether these statements are True **or** False

1- My teacher neglects the Speaking skill in the classroom. (   )

2- I listen more to acquire speaking skills quickly.   (   )

3- I really need a good level of communicative competence to maintain the real conversations average .   (   )

4- I Listen more to be a good speaker .   (   )

5- I would like to practice my speaking fluency regularly through different activities .   (   )

Question Two

(A) Answer the following with Yes or NO

6- Do you prefer listening to BBC to speaking?

Yes I do   ☐

No I don't   ☐

7- Is understanding to what your teacher said depend on oral fluency skill?

Yes it's ☐

No it isn't ☐

8- Does my teacher use communicative method to develop my listening and oral fluency skills?

Yes it's ☐

No it isn't ☐

9- I prefer using pair and group work to improve my listening and oral fluency skills?

Yes ☐

No ☐

10- Do you acquire correct pronunciation form listening to news?

Yes its ☐

No it isn't ☐

(B) Choose the best answer A, B or C

11- I do not feel a shamed of using the English language………….

A- outside the classroom

B- inside the classroom

C- both A and B

12- My participate of English in societies is ………….

A-Very satisfying

B- satisfying

C- Not satisfying

13- Integrating my culture in the classroom it helps to…..

 A- enhancing my motivation

 B- involving my oral fluency skill

 C- both A and B

14- When I listened to the English culture this improves my communicative competence and ……

A- listening skill performance

B- speaking skill performance

C- understanding Native culture

15- I can acquire cultural knowledge through ……….

A- benefiting from the tools used in the classroom

B- watching foreign language TV (films, documentary, videos...etc)

C- chatting directly with the native speakers through means of online communication

Question Three

Tick an appropriate option (√)

Statements	Always	Usually	Sometimes	Rarely	Never
16- My teacher gives us oral activities in the class/ lecture room.					
17- My teacher asks the class yes/no questions.					
18- My teacher uses many phrases in his talking.					
19- My teacher uses audio and visual aids when lecturing					
20- My teacher is a native speaker of English					

Thank you for your cooperation

Appendix D

1- The jury of Teachers Questionnaire

Number	Name	Rank	Place of Work
1	Jowbara Mohammed	Professor	Aljazeera
2	Farouq Mohammed Ahmed	Associate Professor	Omdurman Islamic University – Faculty of Education
3	Amna Mohammed Abdelkreem Badri	Associate professor	Alahfad University
4	Mubarak Alsideeg	Associate professor	University of Gezira – Faculty of Arts
5	Ahmed Gasim Elseed	Associate professor	University of Gezira – Faculty of Education
6	Alhaj Ali Adam	Associate professor	University of Gezira- Faculty of Arts
7			

2- The Jury of Student's Oral Test and Students' views

Number	Name	Rank	Place of Work
1	Mubark Alsideeg	Associate professor	University of Gezira – Faculty of Arts
2	Ahmed Gasm Elseed	Associate professor	University of Gezira – Faculty of Education
3	Alhaj Ali Adam	Associate professor	University of Gezira – Faculty of Arts
4	Ahmed Muhktar Elmardi	Associate professor	Omdurman Islamic University of – Faculty of Arts
5	Hassan Elreyh	Associate professor	Nieleen University - Faculty of Arts
6	Alameen Mohammed Ahmed	Assistant professor	Tubook University Faculty of Languages
7-	Hajer Abdalgadr	Associate professor	University of Gedarif- Faculty of Education
8-	Mohammed Sad	Assistant professor	Omdurman Islamic University – Faculty of Education